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IDENTIFIERS	Elementary Secondary Education Act Title I Program, *Nebraska

ABSTRACT

This is an evaluation report of the Multiple Activities Program, an ESEA Title I Program conducted in the Omaha Public Schools from September 1969 to September 1970. The report is designed as an adaptation of the C.I.P.P. evaluation model (context, input, process, and product). The needs, objectives, activities, and success of each strand within the Program are described. A bank of student information was provided as a base for longitudinal and cross sectional studies of the overall project. Described are the media center, extended use of staff and facilities, reading programs, psychological services, educational trips, library services, and other features of the program. (Author/DM)

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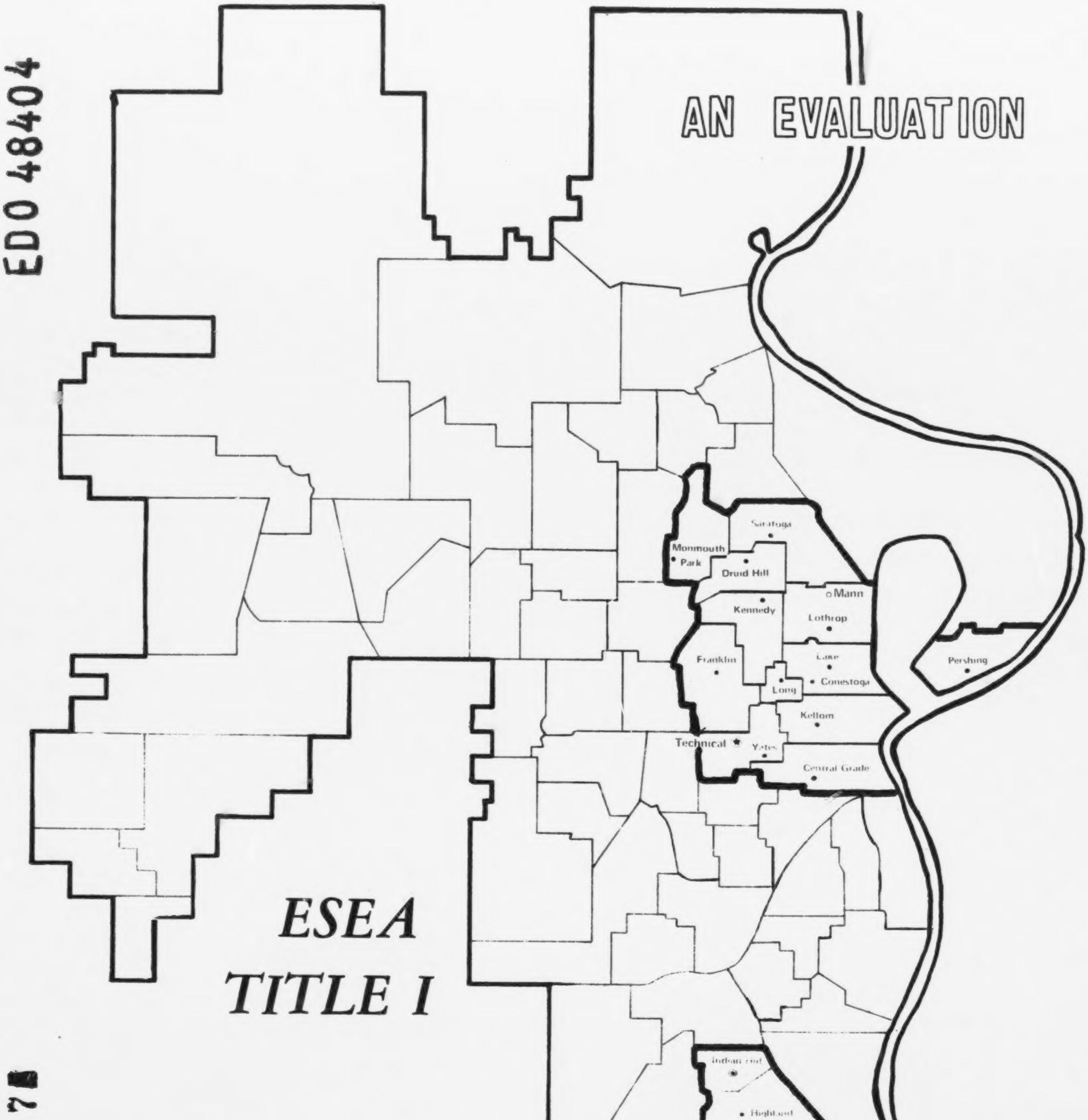
OMAHA PUBLIC SCHOOLS

Multiple Activities Program

AN EVALUATION

ED0 48404


Saratoga
Monmouth Park
Druid Hill
Mann
Kennedy
Lothrop
Franklin
Lake
Conestoga
Long
Kellom
Technical
Yates
Central Grade
Pershing
Indian Hill
Highland

ESEA TITLE I

011347

September 1969 to September 1970

OMAHA PUBLIC SCHOOLS
OMAHA, NEBRASKA

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PART I

SPECIFIC INFORMATION

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6: Changes in Title I
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1970 LEA EVALUATION REPORT

PROJECT NUMBER 70-568	DATE BEGUN Aug. 27, 1969	DATE FINISHED Aug. 31, 1970

LEGAL NAME OF AGENCY Omaha Public Schools	DISTRICT NUMBER 1

TOWN Omaha	COUNTY Douglas	ZIP CODE 68131

TITLE I ALLOCATION $1,462,114	REALLOCATION --	AMOUNT APPROVED THIS PROJECT $1,462,114

PARTICIPANTS

Public	Nonpublic	Other	TOTAL
11,325	903		12,715

NAME AND TITLE OF CONTACT PERSON Dr. Rene E. Hlavac, Director Pupil Personnel Services and Robert K. Davis, Project Director	TELEPHONE 402-556-6600
NAME AND TITLE OF AUTHORIZED *LEA* REPRESENTATIVE Owen A. Knutzen, Superintendent of Schools	TELEPHONE 402-556-6600
SIGNATURE OF AUTHORIZED *LEA* REPRESENTATIVE Owen A. Knutzen	DATE

TITLE I OFFICE
State Department of Education
Lincoln, Nebraska 68509

7	0		5	6	8

Project Number

SECTION 1: PROGRAMS RELATED TO TITLE I

Below is a list of federal, state and local programs that might/could be carried out in conjunction with or supplemental to Title I. To the right of each listed program is a place to check either a "yes," if the LEA is participating in the program, or a "no," if the LEA is not participating in the program. If the LEA is participating in a program not listed but that involves Title I children, write in the title of that program in the spaces provided.

FEDERAL PROGRAMS	YES	NO
ESEA, Title II	x	
ESEA, Title III	x	
ESEA, Title VI	x	
ESEA, Title VII		x
ESEA, Title VIII		x
Head Start (OEO)	x	
NDEA, Title V (Guidance)		x
MDTA	x	
E.S.E.A.-V	x	
V.I.P.	x	
Teacher Corps	x	

STATE PROGRAMS	YES	NO
Culturally and Educationally Deprived Program under LB 448	x	
Special Education; excess cost reimbursement	x	
TMH, EMH, Acoustically Handicapped	x	
Visually Handicapped	x	
Programs Funded by ESU	x	
Data Processing	x	
Central Reading Clinic	x	
Programs Funded by Local Board of Education	x	
Very Important Persons Program	x	
Reduction of Classroom Size	x	
Security Aides	x	

7	0	[redacted]	5	6	8

Project Number

SECTION 2: NONPUBLIC PARTICIPATION

Is there a nonpublic school presently operating within the boundaries of your school district?

__x__ Yes ______ No

If the answer to the above question is yes, complete this section of the evaluation booklet. If the answer is no, proceed to Section 3.

1. List each of the nonpublic schools in your district by name and provide the information requested.

Name Of School	Grades Served	Total Enrollment	Name Of Principal	No. Children In Title I	
				S.Y.	Sum.
Dominican High Sch.	9-12	142	Sister Danielle	142	-
Sacred Heart	1-6	153	Sister Ann	153	-
St. Anthony's	1-6	173	Sister Theresa	173	-
Sharon 7th Day Adv.	1-6	19		19	-
Boys Town	1-12	703	Harold Crawford	703	-
Girls Town	9-12	70	Sister Grace	90	-

If no nonpublic students participated in the Title I project(s) being evaluated, proceed to Section 3 of the evaluation booklet. If nonpublic students did participate in Title I activities, complete items 2 through 7 of this section.

2. List each of the Title I activities provided by your district followed by the number of nonpublic school children participating in each activity.

Title I Activity	Number Of Nonpublic Participants (Students may be counted more than once)	
	School Year	Summer
Media Center		
Extended Use of Staff and Facilities		200 est.
Reading Programs		
Psychological Services	75	

(See Supplemental Sheet)

Section 2: Nonpublic Participation

2. Continued:

Community Aides

Field Trips

Library Services

Pre-School

Personal Needs

Evaluation

7	0		5	6	

Project Number

3. What problems were encountered in involving nonpublic school children in the Title I programs?

   1. Restrictions by state law.

4. How were the needs of the nonpublic children determined and the nonpublic participants selected? (Identify the individual(s), by position, who determined the needs and did the selecting and describe the procedures followed.)

   Father Flynn, Superintendent of Schools, Archdiocese
   Father O'Brien, Superintendent of Schools, Omaha
   Harold Crawford, Superintendent of Boystown
   Sister Grace, Girls Town
   Sister Danielle, Dominican High School
   Sister Therese, St. Anthony School

5. What changes were made in the Title I program last year that affected the participation of the nonpublic school children and what effect did these changes have?

   None

6. What changes are being considered for next year that will affect the participation of nonpublic school children in the Title I program? What would be the expected or hoped for result of these proposed changes?

   Non-public school children will continue to be offered the opportunity to participate equally in all programs housed in the Omaha Public Schools.

7 0 [redacted] 5 6 8
Project Number

SECTION 3: COMMUNITY ACTION PROGRAMS

Is there an approved Community Action Program operating within your school district?

___x___ Yes ________No

If the answer is yes, complete this page; if the answer is no, proceed to Section 4, Parent Involvement.

Are any of the activities sponsored by the Community Action Agency directly coordinated with the Title I activities? ___x___ Yes ________ No

If yes, briefly describe these Community Action activities and their relationship to the Title I activities.

G.O.C.A. Tutoring Program - Referral of students from the Title I area to return to the Omaha Public School program.

Out of School Neighborhood Youth Corps - Referral of students back to the regular school program.

Concentrated Employment Program - Referral of students back to regular school program.

7	0	[redacted]	5	6	8

Project Number

SECTION 4: PARENT INVOLVEMENT

Has there been any attempt made in the district to institute a plan to actively involve parents in planning, implementing and evaluating Title I programs and activities? (Other than informal, unplanned school visitations.)

___x___ Yes ________ No

If the answer to the above question is yes, complete the page. If the answer is no, proceed to Section 5 of the evaluation booklet.

Summarize the Title I effort to:

1. Keep the parents of Title I children informed about the Title I program.

School-Community Advisory Committee met on the fourth Thursday of each month. Eighty-six poverty area families were members and thirty-five professional staff members were involved. Talks at twelve P.T.A. meetings and meetings with Neighborhood Community Action Boards and Officials.

2. Involve the parents of Title I children in planning the Title I program.

School-Community Advisory Committee and the Community Action Agency cooperate in making recommendations for the Title I program.

3. Involve the parents of Title I children in the evaluation of the Title I program.

Results of all programs will be distributed to all interested groups including the School-Community Advisory Committee, Greater Omaha Community Action and their neighborhoods, or individuals that are interested in the program.

7	0	▨	5	6	8

Project Number

SECTION 5: IN-SERVICE TRAINING

Was the in-service training of school personnel incorporated into the Title I project(s)?

__X__ Yes ______ No

If the answer to the above question is yes, complete this section of the evaluation booklet. If the answer is no, proceed to Section 6.

Personnel Paid Out Of Title I Funds	**Number Participation**	**Number Of Sessions**	**Average Number Of Hours Per Session**
Title I Teachers	54	6	2
Title I Teacher Aides	15	35	4
Title I Clerical Personnel	2	35	4
Title I Administrators	2	41	3
Others			
Personnel Not Paid Out of Title I Funds But Who Received In-Service Funded By Title I			
Teachers	none		
Teacher Aides	none		
Clerical Personnel	none		
Administrators	none		
Others	none		

1. What were the objectives of the in-service training program?

7	0	▨	5	6	8

Project Number

2. What evidence, pro and con, do you have that the objectives of the in-service training program were or were not met? Respond to every objective listed in item 1.

Reading teachers received 6 hrs. in-service work and developed a reading kit for grades 4-6. This is a follow-up of the primary kit k-3 developed in last summer's Title I program. Teachers feel it was the most beneficial in-service program they have participated in.

Reading aides were fully trained and all were successful according to the principals and teachers in the building.

3. Describe the in-service program. Include a general overview of the in-service program (types of sessions, scheduling of sessions, etc.), and a more detailed account of specific activities or types of activities (participants, consultants used, materials, etc.).

See Reading Programs.

4. Was an in-service program incorporated into the previous year's Title I program __X__ yes ______ no. If yes, describe any significant changes made in the in-service program.

Prescott Child Study Program has helped many develop a better understanding of the children they are working with and has enabled the teachers to better meet the needs of children in the Title I area.

7	0		5	6	8

Project Number

SECTION 6: CHANGES IN TITLE I

1. Does the Title I program differ from the one offered last year?

X Yes ______ No ______ No project last year

2. If yes, how does it differ?

   a. A reading program was initiated.

   b. Personal Needs of students were added (shoes, clothing, glasses and hearing aids).

   c. Summer Pre-school program was added.

3. Which practices connected with the Title I program do you consider to be most successful? Why do you rate these particular practices as most successful?

The Omaha Public School Title I program is tied together as a unit and each activity compliments the total program. The Media Center is the core of the program and all programs work with this activity. The reading programs were very successful in helping teachers' attitudes toward working with the disadvantaged in reading.

4. Do you anticipate changing or expanding your Title I activities next year? If so, list and describe the proposed changes.

   a. The program will add Project Read from Behavioral Research Laboratories and Project Plan from Westinghouse Learning Corporation.

   b. More In-Service and use of video taping for in-service work.

7 0 [redacted] 5 6 8

Project Number

SECTION 7: STATE DEPARTMENT VISITATION

Have representatives of the State Department of Education, Federal Programs, visited this Title I project?

X Yes ______ No

If the answer is no, complete just item 3.

---

1. What topics were discussed during the visitation? (Finance, planning, evaluation, etc.)

   a. Type of activities involved and the procedures.

   b. Parental involvement.

   c. Evaluation.

2. What was accomplished by the visitation?

   a. An understanding of the activities involved.

   b. Suggestions were made on the involvement of parents.

   c. Assistance in the evaluation of the program.

3. What help do you expect from the State Department of Education in planning, implementing and evaluating your Title I project?

   Basically, the same as last year.

PART II

PROGRAM EVALUATION

EVALUATION

and

INTERPRETATION

NEEDS IDENTIFIED:

1. **Provisions of the Elementary and Secondary Act required that procedures be prepared and implemented for evaluating the "Title I – Multiple Activities Program."**

2. **Continued development of the "Multiple Activities Program" required an overall study of the varied Activities.**

3. **A comprehensive measure of the effectiveness of the "Multiple Activities Program" required that longitudinal data collection procedures be established.**

4. **Interpretation of the efforts expended on behalf of children in the area was deemed necessary for eventual community adoption of "Activities" initiated through the Elementary and Secondary Education Act, Title I Program.**

ACTIVITY NUMBER 94

EVALUATION

The evaluation of the Multiple Activities Program (MAP) was carried out at two levels. An adaptation of the C.I.P.P. evaluation model (context, input, process, and product) serves:

1. to describe the needs, the objectives, the activities, and the relative success of each strand within the Program; and
2. to create a bank of student information upon which to base longitudinal and cross sectional studies of the overall project.

The following resume provides an overall view of efforts by the Omaha Public School District to meet the needs of pupils. The latter section of Part II gives a fuller description of the supporting services and instructional input of the Multiple Activities Program.

The Media Center was particularly adapted to meeting specific instructional needs of teachers through the production of indivualized materials created or selected by the teacher.

Extended use of Staff and Facilities provided opportunities for extending and enriching activities. Several activities are described which provide experiences normally lacking in the children's environment.

Reading Programs initiated this year provided for materials and staff to supplement reading instruction. Pilot reading programs were conducted to determine whether or not different methods and materials would be worthwhile.

Psychological services were rendered to children. These services facilitated the resolution of academic, social and behavioral difficulties. The impact of identifying student needs and recommending placement was ultimately reflected in the educational progress of students.

Community Aides continued to serve as an important liaison between the school and the home. Many instances of assistance with warmth and understanding have been recounted. The number and degree of problems interferring with student progress were great and varied. The greatest impact of the community aide was on the "home front."

Educational Trips provided language development experiences for hundreds of students at all educational levels. These first-hand experiences provided a motivational base upon which to build classroom instruction. Further organization of this teaching resource was the preparation and introduction of a comprehensive guide entitled, *Educational Trips*.

Improvement of Library Services extended the utilization of the library as an instructional tool. The impact of professionally trained librarian-clerk teams continued to be reflected in the circulation reports and teacher comments.

Personal needs of students were met in diverse ways. Most assistance was rendered by means of providing items of clothing necessary for school attendance and meals.

Two phases of the 1969-70 evaluation have been developed. The first deals with each activity or program separate and apart from the others. This phase is developed from the initial outline. The form is called an "ESEA Title I — Pilot or Experimental Project Summary." The outline is used in presenting the analysis of Metropolitan Readiness Testing later in this section. Individual conferences were then held to:

1. Identify the specific unmet needs of pupils in terms of problems underlying those needs;
2. Write objectives in behavioral terms to communicate the desired outcome of the activity;
3. Describe the general methodology of the activity, reinforced by rationale from other sources; and
4. Detail the specific methodology of the service or instructional input provided, including personnel and material requirements for implementation.

Activities thus presented and approved were considered more closely for an evaluation plan. Two principal strategies were used for the evaluation of individual activities. One was an "in motion" description, with narrative supported by pictures, and the other a measure of the outcomes associated with the stated objectives of the activity. Thus, three strategies of evaluation were utilized during 1969-70, i.e., context, process, and product evaluation.

Progress is being made by the Omaha Public Schools to develop a "Student Data Bank." Work on the "software" for the storage and retrieval of information relative to Title I area students is projected for completion during 1970-71. Group tests shown below were given, and each student was assigned a six digit number for identification. Cross sectional and longitudinal analysis of the data promises to be interesting.

Schedule of Tests Given in 1969-70

Grade	Name of Test	Testing Date
One	Metropolitan Readiness Test	September, 1969
One	Metropolitan Achievement Test	April, 1970
Two	Metropolitan Achievement Test	April, 1970
Three	Lorge-Thorndike Intelligence Test	January, 1970
Three	Iowa Test of Basic Skills	February, 1970
Four	Iowa Test of Basic Skills	February, 1970
Five	Iowa Test of Basic Skills	February, 1970
Six	Iowa Test of Basic Skills	February, 1970

Specific student data was collected in accordance with Activity 94 — Evaluation objective 4, *"To continue the development of the Student Data Bank, the following functions are projected:*

(a) Collection and storage of student data in a continuous, systematic manner.

(b) Retrieval of stored data when needed for analysis, interpretation and reporting."

LOG OF TITLE I AREA GROUP TESTING

1969 – 1970

SCHOOL	Metropolitan Readiness		Metropolitan Achievement		Metropolitan Achivement		Lorge – Thorndike Intelligence				Iowa Test of Basic Skills							
	Grade 1		Grade 1		Grade 2		Grade 3		Grade 6		Grade 3		Grade 4		Grade 5		Grade 6	
	Mbrshp	Tested	Mbrshp	Tested	Mbrshp	Tested	Mbrshp	Tested	Mbrshp	Tested	Mbrshp	Tested	Mbrshp	Tested	Mbrshp	Tested	Mbrshp	Tested
Central Grade	27	26	21		24		13	13	15	15	14	13	22	22	15	16	15	18
Conestoga	NA	NA	NA	NA	NA	NA	NA	NA	88	93					108	106	85	78
Druid Hill	64	63	64		57		80	79	85	80	78	78	55	54	68	68	79	69
Franklin	195	210	204		131		154	151	103	89	153	154	126	124	134	133	110	103
Highland	63	63	69		53		38	39	51	51	40	39	43	41	44	45	51	52
Indian Hill	103	102	111		61		81	56	59	60	85	78	61	60	65	63	60	60
Kellom	113	114	121	IN	94	IN	76	76	59	55	78	77	75	69	72	71	51	54
Kennedy	136	133	132	Process	100	Process	94	94	73	64	94	95	80	77	87	85	69	64
Lake	76	78	73		68		76	77	121	112	72	72	NA	NA	NA	NA	NA	NA
Long	76	71	61		56		43	44	NA	NA	44	44	NA	NA	NA	NA	NA	NA
Lothrop	134	131	98		127		126	122	NA	NA	126	122	125	124	132	131	128	126
Monmouth Park	77	7	70		90		98	96	56	50	98	97	71	76	80	81	61	61
Pershing	25	25	28		29		22	22	24	24	23	23	35	34	31	31	24	23
Saratoga	132	133	135		109		154	133	108	105	153	153	112	113	111	110	106	109
Yates	42	40	44		43		33	34	40	31	37	38	45	45	46	46	40	41
Title I Mbrshp	1263		1231		1042		1088		882		1095		939		993		879	
Number Tested		1266						1031		836		1083		922		986		858

This data on city-wide testing, outlined above, and individual student attendance information for kindergarten through grade three was collected and stored for use as base line data. Longitudinal analysis of the data is in progress.

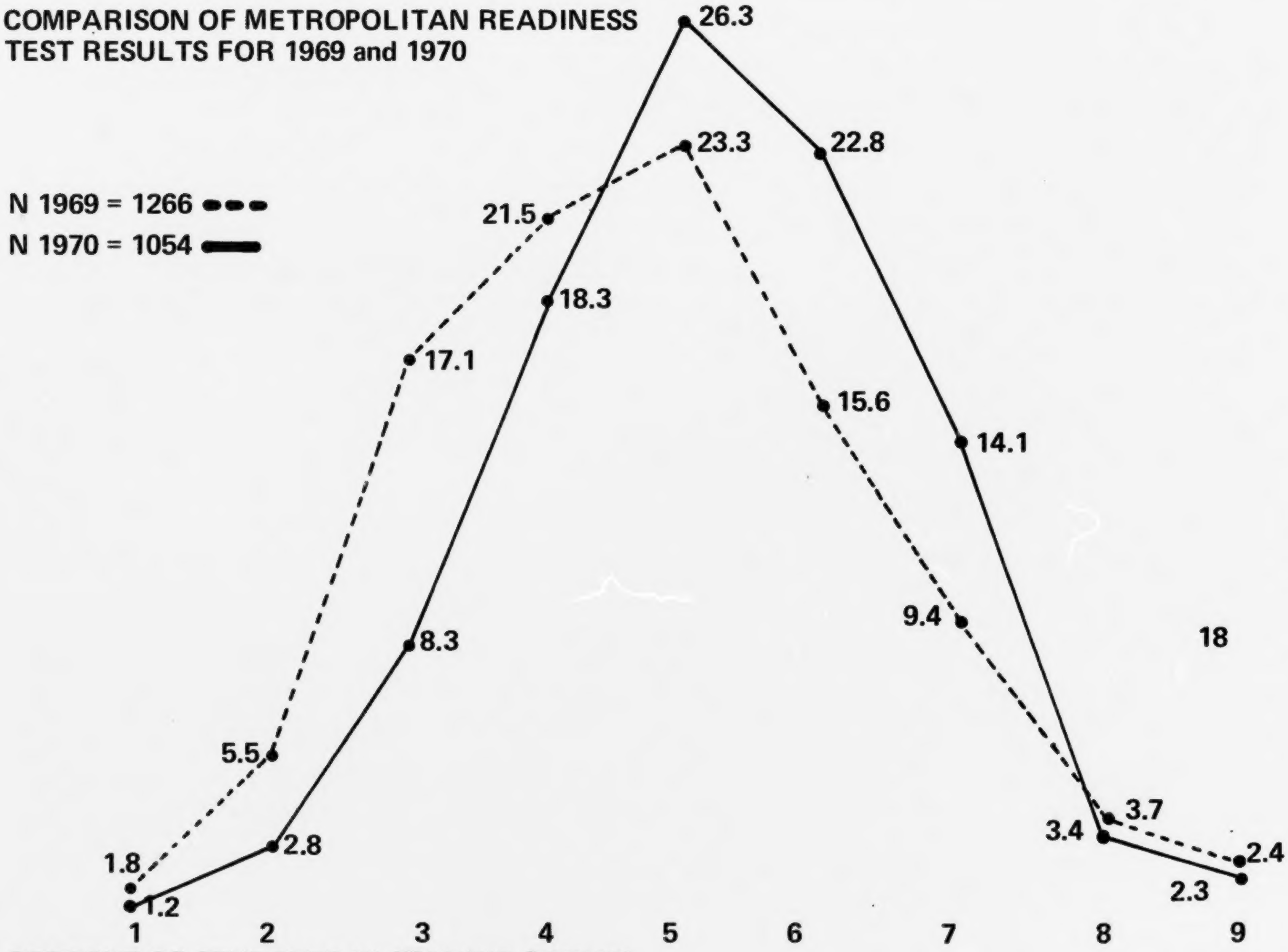
The accompanying log shows the extent of available 1969-70 test data.

Two examples of analysis of the data follow.

An expectancy table displaying 1968-69 kindergarten attendance and 1970 first grade Metropolitan Readiness Test scores gave further rationale for and is included in the description of the Community Aide Activity.

A chart included below displays profiles of Metropolitan Readiness Tests given to students in grade one of the Title I area September 1969, and September 1970. An upward trend in readiness for success in first grade work is evident. The most notable change was in the group "likely to have difficulty in first grade (stanines 2 & 3). In September 1969, 22.6% scored in the range while in September 1970, there were only 11.1%. Another important change was seen in the group reported to have a "good prospect for success." An increase from 25.0% to 36.9% was noted. The group of students in grade one scoring in the lower three stanines was virtually cut in half, from 24.4% to 12.3%. Continued research was proposed to determine whether or not these gains are sustained.

COMPARISON OF METROPOLITAN READINESS TEST RESULTS FOR 1969 and 1970



PERCENT OF STUDENTS IN STANINE GROUPS

The instructional program of the District and the supplementary instructional-supporting service of the Multiple Activities Program are to be credited.

The services of the Multiple Activities Program were applied to fifteen elementary schools, three junior high schools and one high school. There has been no effort to withhold from some groups at the expense of "proving" the program with other groups. Although the evaluation undertaken has not been "pure" or controlled research, growth patterns were identified showing student gains. One specific case stands out. One school was chosen for a specific experimental program. The Kellom Elementary School program shows the value of teachers trained in student observation, student analysis, and in child study with emphasis on individualizing teaching and with preparation for learning and readiness before the child is placed in a reading situation. It has been possible to measure for the Kellom student body a significant change in its place in the ranking within the Omaha Public School elementary placement.

Kellom sixth graders ranked in the next to the lowest position in the Omaha Public Schools in 1969-70. Previous group tests indicated that Kellom because of its socio-economic background had usually been at or near the bottom of the ranking among the 68 elementary schools in the Omaha District in group testing. However, this year the third graders who had been involved in this experimental program four years moved up ten places in the non-verbal battery of the Lorge-Thorndike tests, and twenty places on the verbal battery. In terms of the test producers, third graders in the Kellom School moved from the 15th to the 56th percentile on the verbal battery of the Lorge-Thorndike test.

Of the third grader students, 18% scored in the 110 IQ range or above. Other schools in the Title I area had 6.7% of the students scoring in this range. Seventy-three percent of the students scored above IQ 85. Of the sixth grade students 6% scored above 110 IQ, and only 67% above 85 IQ.

It is also interesting to note that within the third grade at Kellom School the scores for those groups taking the School Learning Ability Test also reinforce the feeling that the experimental program was of value. Those who had been in Kellom only two years showed an average IQ score of 92.3. Those who had been in the program for three years had an average IQ of 95.9. Those who had been in the program for four years had 97.8 as an average IQ. Comparable evidence was found in the individual Slosson Intelligence Test data which indicated: 90.4 for the two year group; 94.5 for the three year group; and 101.7 for the four year group.

One other very interesting development was the attendance records of these students who have been identified as having moved up significantly within this particular situation were dramatically better than the rest of the school and much better than the rest of the Title I area and the city. The combined attendance records for the experimental third grade group who had been in this program for four years was higher than the attendance record for many of the other schools in the city. It would indicate that these students had found pleasure and success in their learning experiences and the school program.

One important factor affecting student rate of academic progress is regular school attendance. Accompanying tables showed that overall attendance of elementary children in the Title I area for 1969-70 was 92.9 percent. In spite of the multiplicity of problems which bear down upon secondary school students, the overall average at this level stood at 88.7 percent. Other charts displaying trends of attendance by grade serve as rationale for continuing to improve supporting services to classroom teachers and continuing to make instruction relevant by supplementing instructional input.

AVERAGE DAILY MEMBERSHIP FOR OMAHA PUBLIC TITLE I ELEMENTARY SCHOOLS 1969-70

SCHOOL	k	1	2	3	4	5	6	7	8	Special	Total
Central Grade	23.2	23.1	22.0	11.5	19.9	14.1	16.3			46.2	176.4
Conestoga					92.3	106.1	81.1			43.0	322.5
Druid Hill	49.1	63.5	57.6	78.6	54.5	67.7	79.9				450.9
Franklin	144.3	203.9	127.1	153.9	123.8	117.1	110.9			51.7	1032.6
Highland	62.0	67.1	52.4	39.5	39.9	44.3	50.8				356.0
Indian Hill	114.4	107.0	58.2	79.3	61.4	60.5	58.4				539.2
Kellom	93.2	115.9	96.0	59.4	74.2	71.7	54.5			29.2	594.1
Kennedy	124.9	130.8	101.0	94.5	78.7	86.6	68.2			19.9	704.6
Lake	76.8	67.0	67.4	70.9						27.2	309.3
Long	50.3	63.9	55.5	38.7						10.0	218.4
Lothrop	134.2	128.0	128.8	123.8	127.4	133.7	121.9			53.2	950.9
Monmouth Park	70.9	73.8	89.9	96.5	73.6	81.9	60.4			14.9	561.8
Pershing	21.0	26.8	29.4	23.7	34.2	30.5	23.5	30.0	17.7	27.1	263.9
Saratoga	88.3	13.6	103.9	150.5	110.2	110.8	107.7				803.0
Yates	58.8	44.2	42.5	34.7	43.0	44.4	39.7	20.2	16.7		344.4
TOTAL	1111.4	1246.6	1031.7	1055.5	933.1	969.4	873.3	50.2	34.4	322.4	7628.0

2421-70sr

AVERAGE DAILY ATTENDANCE FOR OMAHA PUBLIC TITLE I ELEMENTARY SCHOOLS 1969-70

SCHOOL	k	1	2	3	4	5	6	7	8	Special	Total
Central Grade	19.8	20.7	19.9	10.6	18.6	12.9	14.1			41.7	158.4
Conestoga					85.4	97.2	76.9			39.3	298.6
Druid Hill	45.4	53.7	54.9	74.7	51.8	64.8	74.7				426.0
Franklin	128.6	189.8	118.6	142.3	116.2	109.8	102.2			48.0	955.5
Highland	56.7	63.3	49.2	37.6	37.8	42.1	49.2				355.8
Indian Hill	103.8	100.2	55.6	75.4	58.5	58.3	55.9				507.7
Kellom	84.1	109.3	91.3	56.7	70.9	68.7	51.6			26.9	559.5
Kennedy	108.0	116.2	91.6	86.0	73.2	81.0	61.3			17.3	634.5
Lake	67.7	62.0	63.6	65.9						25.0	284.4
Long	45.3	59.5	52.6	36.7						9.2	203.3
Lothrop	121.3	116.8	122.5	116.7	119.9	126.1	116.1			49.3	888.8
Monmouth Park	63.7	68.7	84.9	90.8	70.1	77.7	56.7			13.9	527.5
Pershing	18.9	25.0	27.3	22.2	32.1	28.9	22.0	27.1	16.4	25.0	244.8
Saratoga	80.8	122.4	98.6	141.7	90.5	105.7	102.8				742.4
Yates	58.5	41.2	40.1	33.0	39.9	41.4	37.1	19.2	16.1		322.4
TOTAL	1003.6	1148.8	970.7	990.3	864.9	914.6	820.6	46.3	32.5	295.6	7089.6

2421-70sr

PERCENT OF ATTENDANCE FOR OMAHA PUBLIC TITLE I ELEMENTARY SCHOOLS 1969-70

SCHOOL	K	1	2	3	4	5	6	7	8	Special	Total
Central Grade	86.2	89.8	90.5	92.4	93.4	91.1	86.6			90.2	89.8
Conestoga					92.5	91.6	94.7			91.2	92.6
Druid Hill	92.4	94.1	95.3	95.0	95.0	95.7	93.5				94.5
Franklin	89.1	93.1	93.3	92.5	93.5	93.8	92.2			93.2	92.5
Highland	91.3	94.3	93.8	95.1	95.0	94.9	96.8				94.3
Indian Hill	90.7	93.6	95.4	95.2	95.2	96.3	95.7				94.1
Kellom	90.2	94.3	95.1	95.4	95.4	96.0	94.8			92.1	94.2
Kennedy	86.5	88.9	90.7	90.9	93.0	93.6	89.8			86.5	90.1
Lake	88.2	92.8	94.3	93.0						91.7	90.1
Long	90.0	93.0	95.2	93.6						91.2	93.0
Lothrop	90.4	91.3	95.1	94.3	94.1	94.3	95.2			92.6	93.4
Monmouth Park	91.3	93.1	94.4	94.0	95.2	95.0	94.0			93.2	93.9
Pershing	89.9	93.4	93.1	93.8	93.9	95.0	93.4	90.2	92.6	92.1	92.8
Saratoga	91.5	93.0	95.0	94.1	82.1	95.3	95.5				92.4
Yates	92.6	92.9	94.2	95.0	92.7	93.2	93.6	95.0	96.7		93.6
TOTAL	90.3	92.2	94.1	93.8	92.7	94.3	94.0	90.7	89.3	91.7	92.9

2421-70sr

Average Daily Membership, Average Daily Attendance and Percent of Attendance
for Omaha Public Title I Junior and Senior High Schools 1969 - 70

AVERAGE DAILY MEMBERSHIP

SCHOOL	7	8	9	10	11	12		TOTAL
Horace Mann Junior High	333.8	303.3	213.3					850.4
Indian Hill Junior High	140.5	141.5	112.4					394.5
Technical Junior High	319.7	331.8						651.5
Technical Senior High			292.9	325.3	297.1	260.9		1176.3
TOTAL	794.0	776.6	618.6	325.3	297.1	260.9		3072.7

AVERAGE DAILY ATTENDANCE

SCHOOL	7	8	9	10	11	12		TOTAL
Horace Mann Junior High	301.4	263.3	183.9					748.6
Indian Hill Junior High	134.3	135.3	107.2					376.8
Technical Junior High	283.8	292.8						576.6
Technical Senior High			248.7	279.1	262.2	234.5		1024.3
TOTAL	719.5	691.4	539.8	279.1	262.2	234.5		2726.3

PERCENT OF ATTENDANCE

SCHOOL	7	8	9	10	11	12		TOTAL
Horace Mann Junior High	90.3	86.8	86.2					88.0
Indian Hill Junior High	95.6	95.6	95.3					95.5
Technical Junior High	88.8	88.2						88.5
Technical Senior High			84.9	85.7	88.2	89.9		87.0
TOTAL	90.6	89.0	87.3	85.7	88.2	89.9		88.7

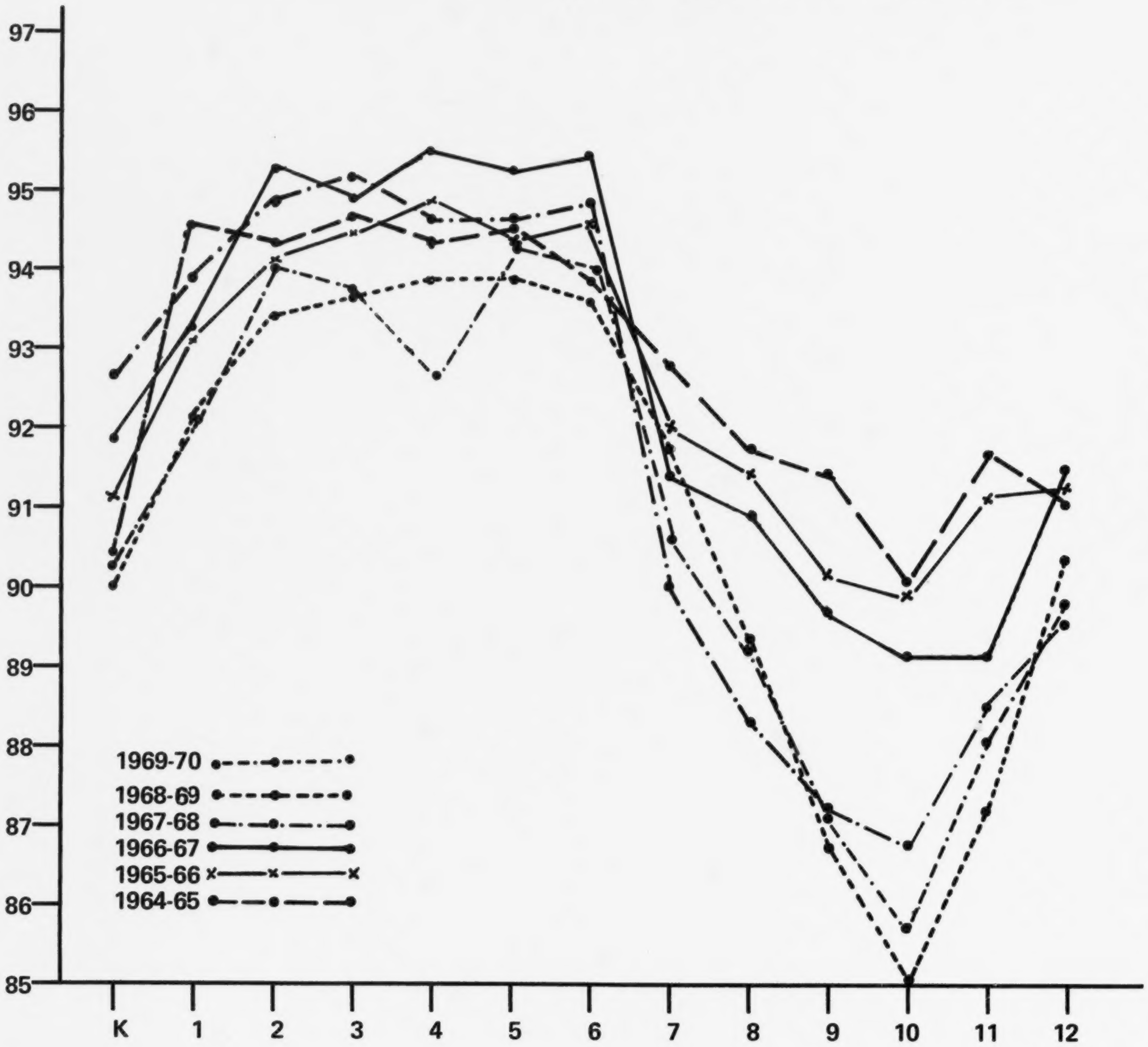
2421-70sr

AVERAGE DAILY ATTENDANCE, AVERAGE DAILY MEMBERSHIP, and PERCENT OF ATTENDANCE BY GRADE LEVEL FOR THE OMAHA PUBLIC SCHOOLS, THE OMAHA PUBLIC TITLE I SCHOOLS, and THE OMAHA PUBLIC NON-TITLE I SCHOOLS 1969-70

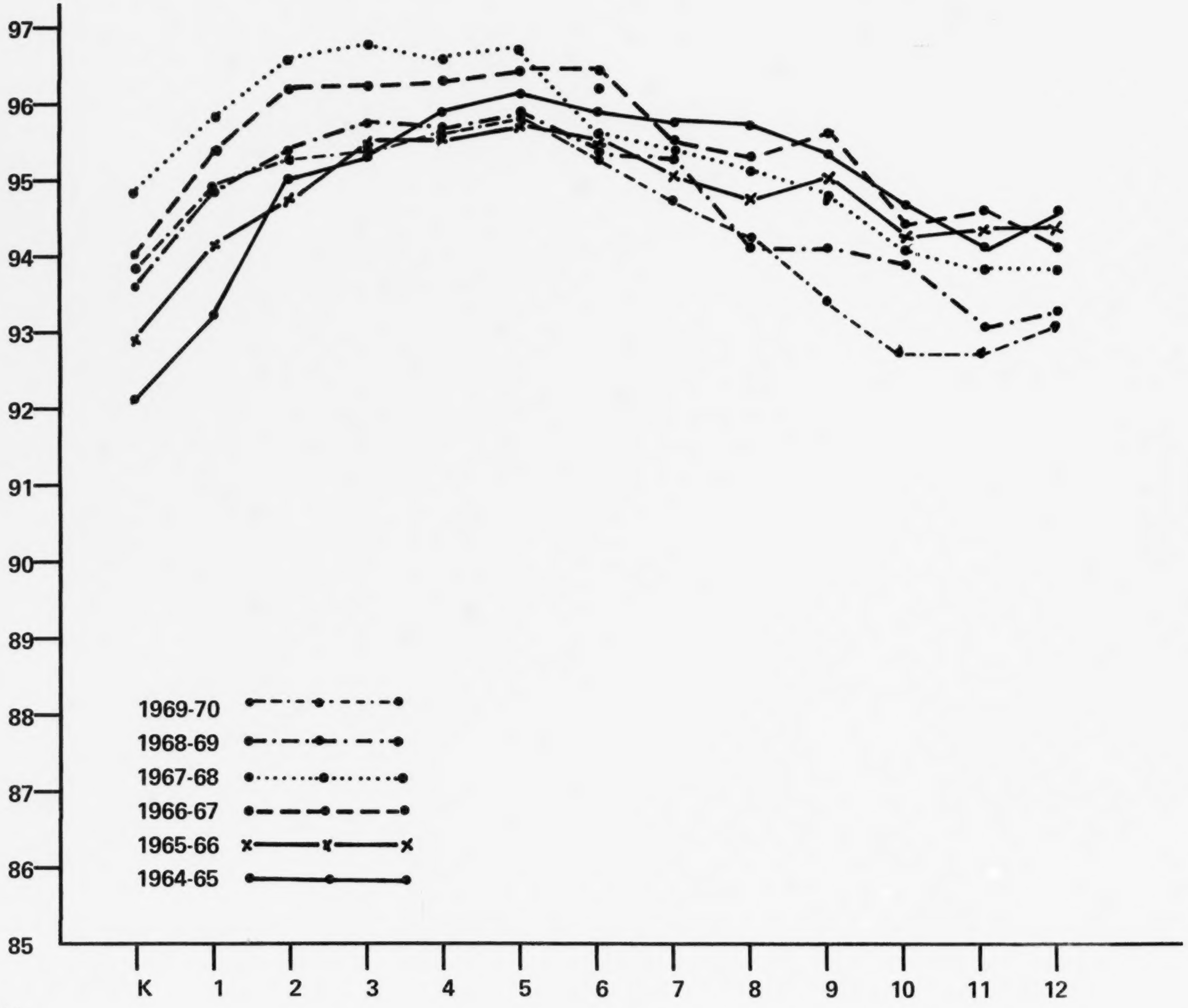
	AVERAGE DAILY MEMBERSHIP			AVERAGE DAILY ATTENDANCE			PERCENT OF ATTENDANCE		
Grade	OPS	Title I	Non-Title I	OPS	Title I	Non-Title I	OPS	Title I	Non-Title I
K	6285.1	1111.4	5173.7	5856.0	1003.6	4852.4	93.2	90.3	93.8
1	5571.1	1246.6	4324.5	5247.2	1148.8	4098.4	94.2	92.2	94.8
2	5024.5	1031.7	3992.8	4774.5	970.7	3803.8	95.0	94.1	95.3
3	5058.1	1055.5	4002.6	4806.1	990.3	3715.8	95.0	93.8	95.3
4	4748.0	933.1	3814.9	4512.7	864.9	3647.8	95.0	92.7	95.6
5	4723.4	969.4	3754.0	4505.4	914.6	3590.8	95.4	94.3	95.7
6	4434.7	873.3	3561.4	4217.4	820.6	3396.8	95.1	94.0	95.4
7	4469.6	844.2	3625.4	4203.5	765.8	3437.7	94.0	90.7	94.8
8	4261.3	811.0	3450.3	3977.1	723.9	3253.2	93.3	89.3	94.3
9	4476.0	322.4	4153.6	4173.5	295.6	3877.9	93.2	87.3	93.4
10	4099.2	325.3	3773.9	3798.1	279.1	3501.0	92.7	85.8	92.8
11	3615.2	297.1	3318.1	3339.8	262.1	3077.7	92.4	88.2	92.8
12	3319.6	260.9	3058.7	3081.1	234.5	2846.6	92.8	89.9	93.1
Special	992.4	322.4	670.0	881.9	295.6	586.3	88.9	91.7	87.5

2421-70sr

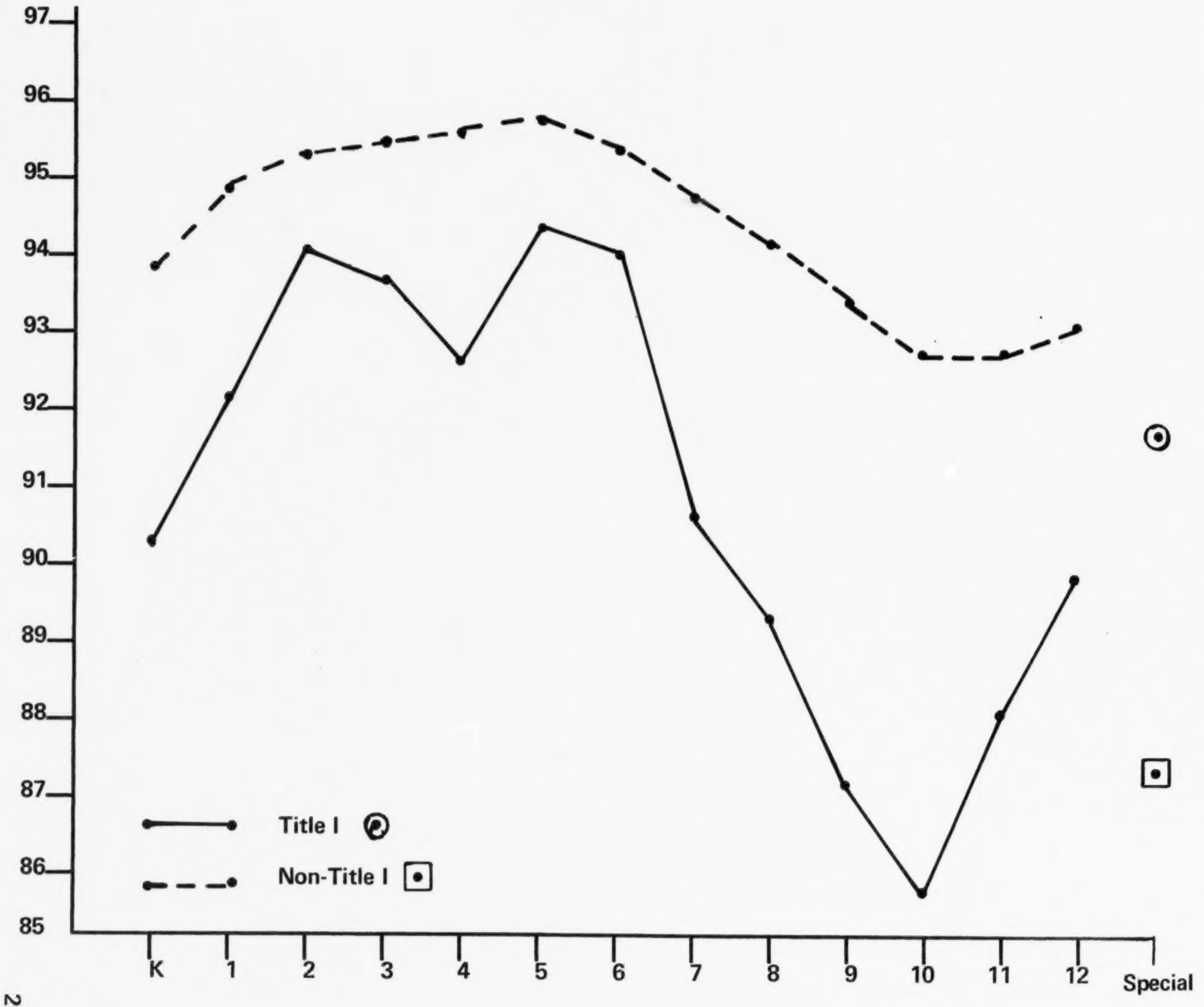
PERCENT OF ATTENDANCE OF STUDENTS IN TITLE I OMAHA PUBLIC SCHOOLS
for 1964-65, 1965-66, 1966-67, 1967-68, 1968-69



PERCENT OF ATTENDANCE OF STUDENTS IN NON-TITLE I OMAHA PUBLIC SCHOOLS
for 1964-65, 1965-66, 1966-67, 1967-68, 1968-69



PERCENT OF ATTENDANCE OF STUDENTS IN OMAHA PUBLIC SCHOOLS FOR 1969-70



ESEA Title I Pilot or Experimental Project Summary

Omaha Public Schools

RETURN TO:
Robert K. Davis
Director, Title I Program

This form serves for planning approval and summary report. Items 1 through 13 will be submitted for project approval. The completed report, due at close of the project should reflect actual activities and participation as well as final outcomes.

1. **Project Title** Analysis of Metropolitan Readiness Testing

2. **Initiation Date** 9-18-69 **3. Completion Date** February, 1970

4. **Plan submitted by** Lloyd Texley (Project Director) — 94 (Activity Number or Department)

5. **Plan approved by** ______ — ______ (Source of Funding)

6. **Project Description**

Retrieve (By Title I Area and By School) Raw Score Data resulting from the Metropolitan Readiness Testing Program for Analysis for "Base Line" Utilization.

7. **List identified needs to be met by this project.**

Establish a Starting Point for a specific student population (By area and school) for use in following this population through the instructional program to support quantatively the impact made by Title I Activities.

8. **Project Objectives**

Describe in terms of variables: 1. People 2. Instruction 3. Behavior

A. Establish system for collecting the individual raw scores resulting from the Metropolitan Readiness Testing. Included are:
   - Word Meaning
   - Listening
   - Matching
   - Alphabet
   - Numbers
   - Copying

B. Set up the storage and retrieval program for the above information by:
   TITLE I AREA SCHOOL STUDENT

C. Compile the data

D. Review information, review needs and plan further follow-up:
   Title I Supervisory Staff — Individual School Principals

E. Consider the validity of this test for determining readiness needs of Title I Area Children.

9. **Project Activities**

Show how the activity of this project provides for the objectives set up to meet the needs in item seven.

Attach whatever detailed activity planning done to carry out the objectives of the project. Relate activities as closely as possible to the stated objectives to facilitate evaluative procedures.

A. Discuss with Instruction Department the need for additional information derived from the "Metropolitan Readiness Test."
Seven schools outside the Title I Area are to be included for comparison (Ashland Park, Beals, Crestridge, Windsor, Florence, Western Hills & Jefferson).

B. Arrange with Data Processing to collect and compile data by
Title I Area School Student
Data collected is to include the raw scores for each of the subtests and be printed out in frequency distributions by school.

C. When the data is available review and analyze it to determine its continued use. Confer with members of the Title I Supervisory Staff. Others designated by the Supervisory Staff may be invited to "sit in." This group would include Principals (individually or collectively) of Title I Schools, Instruction Department Personnel, Project Directors, etc.

D. Confer with Instruction Department and Reading Clinic. Compare findings of Metropolitan Readiness Test with other test data which may have a greater predictive value.

E. An item analysis is to be considered for the two "culture free" subtests, Matching and Copying. Individual Test booklets are being collected.

10. **Project Personnel**

List personnel requirements by position or assignment and full time equivalency.

NAME	POSITION OR ASSIGNMENT	TIME
Consultative Service		
Richard Dierkhising	Project Coordinator Student Data Services—Data Processing	
Margaret Wilson	Primary Supervisor—Instruction	
Evelyn Montgomery	Assistant Director—Instruction	
Ron Meyer	Director—Reading Clinic	

11. **Materials**

List required materials by quantity, title, publisher, and unit cost.

Metropolitan Readiness Tests are supplied and administered city-wide by the Instruction Department.

IBM cards to be punched for use within Activity 94.

12. *Give rationale or background information for the project. A brief statement listing sources of related information is helpful. Informational leaflets published by manufacturers or descriptions from other publication are often of value.*

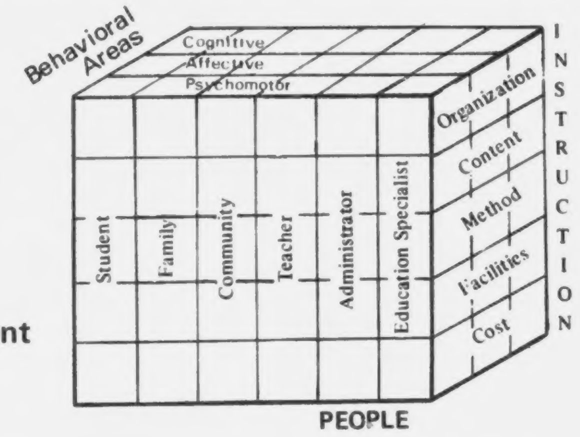
13. **Evaluation Plan**

List instruments to be used and evaluation activities which are planned. Include schedule.

(Ideally the project should be evaluated to determine:
1. the gains made by the "People" in "Behavioral" and and "Instructional" areas, as well as 2. how well the activities met stated objectives)

A Structure of Variables Influencing Instruction Behavior

A perspective for viewing the major elements of INSTRUCTION as they relate to PEOPLE and their BEHAVIOR.



A. Note the log of tests recorded and the IBM card layout for the collection of data.

B.-C. Note the output of data on the several service runs. Student list by class, summaries by readiness levels, stanines for school Title I Area.

D. A presentation of the data collection to the Title I Supervisory Staff and other designated individuals together with "review comments" will meet objective D.

E. Comparisons (objective and subjective) with other collected data may be applied to assist in the determination as to whether or not the Metropolitan Readiness Tests are the most adequate predictive measure for use with Title I designated first graders.

F. Make a tape with typed script to explain the project in detail.

14. **Final Evaluation**

Summarize evaluation results. (Include an analysis of the results shown by any instruments used as well as less objective data or appraisals.) Attach any data, pictures, recordings, booklets, programs, parent responses, student list, etc.

The Title I area had 1,263 first grade students during the week of readiness testing. Tests recorded with student number identification totaled 1,266. The raw scores of each sub test as well as the total raw score, stanine and letter rating levels were entered on the punched IBM cards.

An alphabetical list for each class was made showing class averages. Summaries for each school, Title I and non-Title I areas, Head Start population and the City were made.

A print-out of each list and summary was sent to each school. The stanine profiles were discussed with building principals, members of the Instruction scoring "A," "D," "E" drew considerable favorable comment, and served as a rapid screening for supervisors. Another service run identifying students scoring 51 and below grouped by age for each school was used to set control groups for two pilot reading projects.

A bivariant table was constructed by readiness levels and intervals of days absent during kindergarten. It was interesting to note that 38.4% of the children with predicted difficulty were absent 31 or more days. To date it has not been possible to correlate the readiness levels of students with achievement on the Metropolitan Achievement Test in the spring.

Interest continues in the results of the project. Further analysis of the data is recommended in order to determine the validity of this instrument as a screening tool within the Title I area. It, however, appears worthwhile to continue its use.

Project Director

Final Report Reviewed By:

Date

The attached project summary for the improvement in the collection, storage and utilization of the Metropolitan Readiness Test information is representative of planning carried out to insure continued access to accurate measurement data. Another project involved a study of Lorge-Thorndike testing. It was, and is, important to know the degree of validity obtained by these tools when applied to one segment of the total population. This work showed these "survey" tests to be of value.

Considerable attention was given to the maintainance of effort by the Board of Education in the Title I area. A survey included below outlines the supporting staff in these schools. Professional and non-professional staff members working in the many programs in these schools were shown. Personnel provided by Title I are identified in the first section. Funding for the other programs was shared by federal, state and local sources. An innovative program entitled Veteran In Education (VIE) is included in the survey. Special education teachers for the educable mentally handicapped (EMH) and trainable mentally handicapped (TMH) are also included. The supporting and instructional services rendered by Title I personnel are described elsewhere in this report.

The class size in the elementary schools further attests to local effort expended in behalf of the children in the Title I area. The Omaha Public Schools per pupil ratio for grades one through six was 28.9 for the District during 1968-69. A comparability study completed in May, 1970, showed this ratio to be 23.6 in the Title I area and 30.1 in the non-Title I area.

Throughout the evaluation are comments and data describing the inter-relationships between:

1. activities within the Title I project,
2. activities and non-Title I efforts within Omaha Public Schools, and
3. activities and agencies outside the school system.

Other focal points within the evaluation were:

4. services and opportunities provided children in private schools,
5. provisions for vocational related experiences and the exploration of the "world of work,"
6. experiences broadening or extending the horizons of students beyond the home and school neighborhood, and
7. efforts of the Omaha Public School District to provide a "maintainance of effort" within the Project schools.

Innumerable examples of each of the above criteria might have been related. However, only representative examples were included.

SURVEY: SUPPORTING STAFF

SCHOOL	Title I Personnel															
	Librarians		Library Aides		Comm Aides	Reading Resources				Nurses	Nurse Aides		Office Clerks		Supervising Aides	
	No.	Time in %	No.	Time in %	Full Time	Teachers	Specialists	Aides	Clerks	Time in %	No.	Time in %	No.	Time in %	No.	Total Hours Week
Central Grade	1	40			1			1		20			1	20	3	22 ½
Conestoga	1	100	1	100	2		1	1		40			1	100	6	48
Druid Hill			1	100	1			1		40			1	100		
Franklin	1	100	1	100	2		1	1		60			1	100	8	80
Highland	1	60	1	40	1			1		20			1	40	6	37 ½
Indian Hill	1	100	1	100	1	1		1		100						
Kellom	1	100	1	100	1		1	1		20			2	100	8	60
Kennedy	1	100	1	100	1		1	1		80	1	60	1	100	3	22 ½
Lake	1	50	1	50	2		1	1	1	20			1	100	5	40
Long	1	50	1	50	1			1		20	1		1	100	4	30
Lothrop	1	100	1	100	3		1	1		50			1	100	11	83 ½
Monmouth Park	1	100	1	100	2		1	1	1	40			1	100	7	52 ½
Pershing	1	40			1			1		40			1	50	4	30
Saratoga	1	50	1	100	2			1		60			1	100	8	60
Yates	1	40			1			1		20			1	25	5	37 ½
Head Start											1	100				
Indian Hill Junior High										50*						
Mann Junior High	1	100	1	100	3		2			100	1	60	2	100		
Technical Junior High	1	100	1	100	1					100*	1	60	1	100		
Technical Senior High 2423-70sr	2	100			2	1				100	1	60	7 1	100 50		
TOTAL	18		14		28	2	9	15	2		6		26		78	604

*Title I Supported

ORTING STAFF IN TITLE 1 AREA SCHOOLS 1969 - 70

Non-Title I Personnel

Office Clerks		Supervising Aides		Teacher Aides		Teacher Corps	Teacher Interns	Head Start		V I E	E M H			T M H	All Day Kdgn	Pre-Grade Rooms			Rooms of 20			
No.	Time in %	No.	Total Hours/ Week	No.	Time in %			Teachers	Aides		Gr. 1-3	Gr. 4-6	Gr. 7-9			Gr. 1	Gr. 2	Gr. 3	Gr. 3	Gr. 4	Gr. 5	Gr. 6
1	20	3	22½					1	1		1	1		2	1	1						
1	100	6	48	2	100	6		2	2			3								1	1	1
1	100					6		1	1													
1	100	8	80	1	100					4	2	2										
1	40	6	37½	1	100			½	½							3			2		1	
								1	1	1						1		1				
2	100	8	60	2	100			1½	1½	2						1	1					
1	100	3	22½	6	100			1	1	3	1	1				2	1					
1	100	5	40					1	1	1				3		1						
1	100	4	30							1	1				2	1	1					
1	100	11	83½	1	100	6		2	2		1	3				2						
1	100	7	52½					½	½	1		1				1				1		
1	50	4	30	1	80		--				1	1										
1	100	8	60							3						1	1	1		1	1	
1	25	5	37½																			
							6						2									
2	100						3					6	11									
1	100						5			3			8									
7 1	100 50						7						20									
											8	18	41			12	5	1	2	3	3	1
26		78	604	14		18	21	11½	11½	19	67			5	3	18			9			

PASTE
MEDIA CENTER
SCHOOL CRAYONS
2
+2
4

NEEDS IDENTIFIED:

1. A need for acquisition of equipment and materials commensurate with student characteristics of the Title I area was identified. This acquisition was thought of in four parts.
    a. Identification of materials and equipment available from commercial sources.
    b. Development of an awareness on the part of instructional staff as to the availability of materials designed to meet individual student requirements.
    c. Acquisition of items requested by schools for use within the classroom.
    d. Compilation of detailed records of all purchases and placement.
2. A need for the quality production of innovative, teacher-designed and student-designed, individualized projects was recognized. Children learn in different ways requiring a variety of materials for effective instruction.
3. A need to organize and conduct in-service workshops for the professional staff on the full spectrum of media and their uses was envisioned to add impetus to the utilization of this resource.

ACTIVITY NUMBER 25

MEDIA CENTER

Plant

The Center is a complete, non-commercial, professional print shop. A list of operating equipment is given below. The equipment added during the past year is one measure of the Center's growing sophistication and the continued demands made for its services.

- Offset press
- Photo direct camera
- Paper cutter
- Light table
- Paper drilling machine
- Varityper
- Headliner
- Bostich Stapler
- Thermo-Fax copier
- Ditto
- Mimeograph
- Folding machine
- Dry Mount Press
- Wax Coater
- Sign Machine
- Offset Press with chain delivery
- Book Taper
- Therma Bind
- Offset Platemaker
- Collator with 19-hole punch & double-head heavy-duty stapler
- 9" laminator
- 18" laminator
- Automatic punch
- Manual binder
- Electric 700 typewriter
- typewriters
- Large light table
- 25" laminator
- *Model 157PM Slot Punch
- *Model 183JM Jogger
- *Model 248 JM Flat Bed Jogger
- *Bruning 2000 Copy Machine
- *IBM Selectric Composer
- *GBC 20 Station Collator
- *Wrapping Machine – Shrink Box
- *Tape Duplicator, Cassette and Reel to Reel

*added during 1969-70

Personnel

The staff is made up of nine persons. The Center also used two NYC workers during the winter, two in the summer, and one veteran from the "Veterans in Education Program." The personnel list is detailed below.

1 Director
2 Clerk Artists
2 Graphic Artists
2 Press Operators
2 Clerks – one of these clerks was added during this year.

2 NYC workers in winter
2 NYC workers in summer
1 Veteran in summer

Description

Media Center activities are concentrated in three general areas; production, purchasing, and service.

A. Production of instructional materials occupies all of the time of seven clerks and two NYC workers, and is by far the largest activity of the center. Production is done for every Title I school, all the other projects under the Title I proposal and several other activities which take place in the Title I area. A production chart accompanies this report. It shows in detail the number of jobs and the total number of pieces handled for each school and activity and the type job done for each.

Eighty-five percent of all jobs originate with teachers. Principals, other administrators and students originate the remaining 15%.

B. Purchasing of equipment and materials to be placed permanently in Title I schools takes the time of the Director and one clerk. Detailed records are kept of every item placed in each school. All these items must be in addition to those materials placed in schools through regular Omaha Public School channels.

C. Service to schools has included in-service workshops held at the Center to acquaint teachers with all available resources of the Media Center. This service has been felt to be inadequate and is being expanded. A media specialist was added in the summer so that much more emphasis can be given to helping teachers use all the resources at their disposal to a more effective degree.

Evaluation

The true effectiveness of the Media Center can only be demonstrated by examining the over-all performance of children in Title I schools. This evaluation of achievement is being done in other parts of the Title I Program. Increases in the demands for service have necessitated our hiring one clerk, a media specialist, and adding much additional equipment thus extending the capability and service of the Media Center.

JOB School	Administration	Central Grade	Conestoga	Dominican	Druid Hill	Franklin	Head Start	Highland	Indian Hill	Kellom	Kennedy	Lake	Long	rop
Art Work	13	9	11		24	37	2	7	5	24	47	25	10	59
	397	34	150		82	363	3	50	236	144	722	318	529	14
Collate	8	1	5		6	8	3		2		2	3		20
	85079	50	19675		30510	16320	7300		19538		2600	4280		5[illegible]00
Cut	4	2	8	2	5	3	4	4		2	4	7	1	8
	8800	1000	2320	2000	2023	667	2702	258		1025	4750	3350	2	3832
Ditto Run	1				1							1		2
	250				160							100		920
Fold	6	1	3		3				2			2		1
	5651	500	975		16517				500			630		2000
Laminate	26	12	54	1	87	191	28	9	17	62	110	37	12	44
	1414	236	2286	6	2105	13957	849	271	1891	2652	4380	1494	379	4402
Mimeo Run			1			1								1
			350			180								80
Mount	3	1	1		11	31		1		4		1	1	4
	4	20	2		20	333		1		19		10	28	30
Offset Run	51	7	28	2	15	53	9	5	8	6	39	27	5	50
	161387	2800	28672	2000	45227	68435	16050	758	7318	2465	23397	14670	918	6[illegible]64
Punch & Bin	13	1	5		5	15	2	1	3	2	7	2	2	5
	49519	260	370		1327	13809	5800	13	1794	48	580	14	136	8[illegible]61
Set Up	11	4	13	2	6	9	4	1	3	1	6	4	1	13
	13	4	62	4	6	9	4	1	3	1	9	4	1	13
Stamp No.		2				1								1
		750				24								2000
Staple	7	2	5		4	3	3		2	2				1
	38480	750	19675		3432	3880	5850		500	500				2000
Therma Bind	1		2		4	2	2		1		4	2	1	4
	319		1100		25940	1500	2		19500		8100	5800	2	25820
Thermal Ditt			2		6	45			4	3	1		2	16
			18		58	20475			32	34	13		10	380
Transparency	1	1	2		3	1			1	2				
	5	2	3		139	8			5	17				
Totals	145	43	140	7	180	400	57	28	48	108	220	111	35	329
	351318	6406	75658	4010	127546	139960	38560	1352	51317	6905	44551	30670	2005	246[illegible]6

Mann	Monmouth Park	NYC	Pershing	Project 25	Project 28	Project 94	Psych Services	Sacred Heart	St. Anthony	Saratoga	Special Ed.	Tech High	Tech Junior	Yates	**Totals**
10	95	4	41	5	18	24	1	7		17	21	1	2	12	531
[illegible]	1029	55	498	5	73	40	1	36		159	109	1	12	705	6219
7	2	1	1	1	7	2	3	2	1	2	3	1			91
559[illegible]	5993	324	150	18200	28950	950	3100	22000	11250	2100	42100	8400			438769
4	4	3	3	3	5	5	2	3		3	4	5		2	100
1866	631	2700	4635	5500	1560	2592	550	2580		2520	2490	17379		1800	79532
										1	1				7
										3000	1000				5430
3	1						3				3		1	1	30
2900	1300						3900				5875		1000	250	41998
5	158	1	39	1	11	31	12	36		87	59	2	5	69	1306
15	7029	1	2122	1	354	67	1739	1078		4726	949	272	71	2210	56956
	1							4							8
	120							11940							13270
1	9		3			13	2			4	7	2		2	101
3	131		9			22	3			53	16	196		104	1009
19	9	14	7	17	29	25	32	16	1	16	49	19	3	13	574
63[illegible]9	5333	30629	5815	26021	67100	48659	98390	33560	11250	13576	85674	19724	2300	7950	963121
1	63		2	3	4	12	2	2	1	4	4	2	1	3	167
8	17205		76	880	5309	407	194	22800	11250	1702	98	8779	1	245	223685
4	3	4	2	6	6	8	8	3		9	9	3		5	148
5	3	7	3	9	1253	8	8	10		709	9	6		15	2179
				1	1										6
				5000	600										8374
1	12	1	3		4	2	3				2				57
2000	7797	600	208		9000	756	2800				2014				100242
8	2	1		1	2	2	2	2		4	4	6		6	63
54266	5433	1747		4000	3000	512	8500	2400		2149	35872	11200		686	217848
	3							6		4	3				95
	47							226		128	69				21490
1					7			1			4				24
1					2875			18			28				3101
64	362	29	101	38	94	124	70	82	3	151	173	41	12	113	3308
180[illegible]2	52051	36063	13516	59616	120074	54013	119185	96648	33750	30822	176303	65957	3384	13965	2183223

Supervised Study

Self Understanding

EXTENDED use of STAFF and FACILITIES

Pals Read

Debate

Instrumental Music

Primary Vocal Music

NEEDS IDENTIFIED:

The specific needs which the Omaha Public Schools Title I Program is designed to meet include the following:

1. Need to raise the child's cultural level by exposing him to opportunities and experiences which may not be provided for him in his environment.
2. Need to identify each child's abilities, interests, and needs, and to provide him with commensurate materials and teaching.
3. Need to assist youths in gaining confidence through greater skill and knowledge.
4. Need to conduct pilot and experimental programs, the results of which will have an impact upon the future course of many extant programs.
5. Need to provide an inservice program for teachers in order to increase their awareness of students' needs.
6. Need to provide a study center for disadvantaged youths who find it difficult to study at home.
7. Need to provide an opportunity to learn certain skills which will carry over into later life.
8. Need for extending and enriching activities which supplement the regular school year program.

ACTIVITY NUMBER 26

Students at Indian Hill Junior High School were involved in a Debate Club, which was the first project of its type to be used in a Title I school. Membership in the club was open to all students, grades 7, 8, 9. Meetings were held each Saturday morning for two hours. This project was designed as a concentrated study of the elementary mechanics of debate to develop forensic skills.

Few students are provided with the varied opportunities for direct instruction in speaking. They need the experience of speaking in a clear and precise manner with a logical organization of ideas. Students also need to become aware of the research concept to provide support and accuracy of documented evidence. At the same time, they should be made aware of various viewpoints to a subject.

Specific goals of the Debate Club were:

1. To stimulate clear thinking;
2. To develop accuracy;
3. To discriminate between the relevant and irrelevant;
4. To promote an awareness of other viewpoints;
5. To support all ideas with decisive information, regardless of position;
6. To organize thought and presentation in a logical manner;
7. To promote the idea of cooperativeness; and
8. To work on clear, persuasive speaking techniques.

The project was structured with an introductory study, followed by actual debate competition with students from other schools. The first several meetings were devoted to a study of the elementary mechanics of debate. Instruction material came mainly from Adams and Pollock's *Speaking Up*, and Russell's *A Guide to Debate*.

Students were tested as to their knowledge of debate terminology at the beginning of the study and again at its completion. The students scored an average of 36% on the first examination and 89% on re-examination two months later.

Research work began as students prepared for mock debates in the classroom. This experience provided a solid background for the culminating activity, City Junior High Debate Tournament.

Students diligently researched the Omaha City Debate Topic, "Resolved that the federal government impose fines on business and industry polluting the air and water." They then prepared to argue this topic, as was explained along with pictures in the school newspaper, *Brave Talk*. The participants debated their affirmative and negative cases with each other and finally demonstrated their accomplishments by winning the All-City Junior High Debate Tournament of 1970.

Looking for Loopholes in a Presentation

Preparing for Rebuttal

A surprise party by the Debate Club for Mr. James Yelnek, club sponsor, concluded this interesting extra class activity.

Debate Pre-Test

INSTRUCTION: Define, as best you can, the following terms which are elementary to debate. (5 points each)

1. affirmative
2. negative
3. the resolution
4. status quo
5. primary resource
6. secondary resource
7. logic
8. hasty generalization
9. dicto simpliciter
10. refutation
11. rebuttal
12. a brief
13. post hoc
14. false analogy
15. hypothesis contrary to fact

16 to 20. List the five major components of a good debate topic.
(current)
(interesting)
(must be stated affirmatively)
(available sources for both sides)
(debatable)

Debate Evaluation Form

Below are boxes for each member of a debate team. There are five areas of evaluation and a total for each person. Circle the number you would assign to each individual in these five areas. In the place marked total, mark the total points acquired. 1 is poor rating, 2 is fair, 3 is good, and 4 is superior. The total possible points would be 20.

At the bottom of the form write in the blank the team you feel did the better debating. The first team to speak support the resolution and are the Affirmative. The second team attack the resolution and are the Negative.

____

______________________________ team.

		First Speaker	Second Speaker	Third Speaker
1.	Information	1 2 3 4	1 2 3 4	1 2 3 4
2.	Organization	1 2 3 4	1 2 3 4	1 2 3 4
3.	Logic	1 2 3 4	1 2 3 4	1 2 3 4
4.	Rebuttal (attack)	1 2 3 4	1 2 3 4	1 2 3 4
5.	Delivery	1 2 3 4	1 2 3 4	1 2 3 4
	TOTAL	_____	_____	_____

In my opinion, the team which did the better debating was the ______________________.

Music has often been referred to as the language of the emotions because through it man can express his innermost thoughts and feelings. He can communicate his ideas to others, and through his musical experiences he can come to understand others better. It is important for the student to be guided into perceiving and responding to the expressive quality of music.

For this reason, instrumental music activities were conducted in Title I schools, as part of the Extended Use of Staff and Facilities. Seven Title I instrumental music teachers worked in the seventeen schools during the regular school term.

The objectives of this activity were:

1. Establish a sufficient number of sections for instruction to enable children to participate at their level of capability.
2. Create an opportunity for children to engage in constructive use of "after school" time.
3. Provide specific physical coordination activities in handling, and playing a "precision built" instrument.
4. Develop an awareness of and appreciation for different types of music.
5. Develop habits of good musicianship marked by musical initiative, independence, and discrimination which were acquired from musical attitudes, skills, and tastes.

Time was not available in the school day to meet all students interested in music. Therefore, the project provided instructional time for an increased number of students in classes after school.

The teachers gave students instruction on various musical instruments, including stringed, wind, and percussion. Title I funds provided instruments for students who did not have them. This allowed students, who would not otherwise have access to instruments, the opportunity to play them.

According to the April, 1970 Instrumental Music Report (Table 1), 1,252 students were involved in the school instrumental music program. Of this number, 1,107 students were dependent on school instruments, provided by Title I funds. The schools acquired 47 new instruments during the year, 11 of which were replacements.

Reports of the traveling instrumental music teachers indicate that only 105 had dropped out of the program during the year. Forty-three moved out of the Title I area. It is interesting to note that only 37 students withdrew due to declining interest.

The length of participation of the students varied. It was reported in Table 2 that 598 students started on an instrument (419 first semester and 179 second semester). A total of 278 students had participated two years, and 376 had been involved for three or more years.

The program of instrumental music in the Title I schools was structured to provide opportunities for participation in music for as many students as possible. Teaching methods emphasized student discovery and provided learning experiences in which students could work with fundamentals of music. Emphasis in six areas of musical growth were inclined in the instructional program:

Musical Knowledge providing facts about music symbols and terms, information about composers and periods and an acquaintance with compositions and styles.

Musical Understandings include recognition of and insight into the constitutent elements of music (melody, texture, rhythm and form) and the expressive elements of timbre, tempo and dynamics.

Music Skill development in listening, reading and performance. Performance and reading skills grow from an understanding which develops through aural skills. Aural skills precede the understanding of notation and the development of reading skills.

Music Appreciation implies personal value judgements and discrimination based on cultivated sensitivity and educated choices. This also involves a student's personal response to the aesthetic content of music.

Musical Attitudes concentrate on constructive attitudes, implying acceptance of music as a healthy, positive force in the lives of students, who have found a relationship of lasting satisfaction with music.

Musical Habits of good musicianship revealed in musical initiative, independence, and discrimination developed by the acquisition of musical attitudes, skills, and tastes. This is, perhaps, a final measure of musical growth.

The instructional program was directed toward every student to develop understanding of musical ideas and to be guided in perceiving and responding to the expressive qualities of music. This response constitutes the real growth of personal musicianship.

Instructional classes organized for beginning, intermediate and advanced instruction were "tailored" to students' classes. One example of a weekly rehearsal schedule is included to demonstrate the manner in which the regular instructional day was extended in one school. This made practice time available two or three times a week.

Participation in the program varied a great deal from one school to another. Accompanying Table 3 shows the percent of available students, who were actually enrolled in instrumental classes. At the elementary level this ranged from 16% to 72% with an average of 21%. The overall enrollment had a net gain of 91 students from November to April. School instruments were used by 1107 students. Teacher estimates of pupils who would not be able to play an instrument unless the school provided them varied from 60% to 98%. Only four children in the entire area were reported to be taking private lessons on stringed or wind instruments.

Sixty-three students were active members of the city-wide band and orchestra at elementary and junior high levels. These units held Saturday rehearsals. Final concerts were presented on Sunday and were well attended by parents and community members.

Reports by the teachers indicated an active interest on the part of many parents. This interest was shown by their attendance at school functions, by the number of instruments being purchased and by frequent parent contacts with the instructors. Other comments showed important insights in the existing program and further needs to be met.

> "There have been several parent conferences pertaining to performance in the instrumental program."
>
> "We are getting more students to participate who have had musical training and are responsible citizens willing to work."
>
> "Many of the students surveyed felt their participation had helped develop their powers of concentration, self-confidence and aspects of social behavior."
>
> "Teachers are more devoted to the music program if their own children have been successful in music."
>
> "Seventy to eighty percent of the students (elementary) who are not in the program express a desire to do so."
>
> "Other teachers are extra nice to you because they feel that you are handling their students properly."

Many other comments attest to the impact made by this many faceted program.

A more extended statement by the Omaha Public Schools Coordinator of Music, Mr. Samuel Thomas, reviews the development of the program within the Title I area. The impact of this effort is recognized in the observations which follow.

"The Program for Instrumental Music in the Inner City Schools"

For many years music educators accepted the fact that few pupils would enroll in the instrumental music classes in the inner city elementary schools. Traveling instrumental music teachers were regularly assigned to schools in this area each year, but the most they could hope for was being able to organize song flute classes for a limited number of 4th and 5th grade pupils who could afford to spend a dollar for a song flute. The few pupils who did have a real band or orchestra instrument showed every evidence of having the interest and ability necessary for successfully playing these instruments, but the enthusiasm normally generated by group participation was missing. Being one of a very few pupils trying to make music was truly a most unsatisfactory experience, and many with a good start dropped out. As a result, practically no instrumentalists were moving from the 6th grades into the inner city junior high schools.

Through Title I of the Elementary and Secondary Education Act of 1965, it has been possible to offer pupils of the inner city schools a quality program of instrumental music. Interestingly enough, this program was begun with a principal objective of offering pupils an enrichment program in cultural activities. The possibility that these pupils would display sufficient interest and ability to successfully participate and compete in the total program of instrumental music in the Omaha Public Schools was at first not anticipated.

The program was started by supplying each Title I elementary school with a basic set of twelve wind instruments and eight violin outfits. Each instrument is now used several times each day by different groups of pupils. Mouthpieces are sterilized for each change of player, and great care is taken to be sure that each pupil knows how to care for and protect his instrument from damage. The Title I junior highs and high school have been supplied with instruments, as needed, to accommodate enrolling pupils trained in Title I elementary schools.

In the beginning, all instruction was given by the regular traveling instrumental music teachers who were in each building for approximately half a day, once a week. In addition, these teachers returned other days after school for Extended Day classes under Title I. Unfortunately, these regular teachers discovered that an 8 a.m. to 6 p.m. schedule of teaching was too heavy a load to carry indefinitely. It was, therefore, requested that additional teachers be hired, with Title I funds, to be used full time in the Title I music program. These teachers work with and in addition to the regular teachers hired by the Board of Education. As a result of the increase in instructional time, which is now more than twice that received by pupils outside the Title I area, pupils show very rapid musical growth and development. The effectiveness of the program of instrumental music in the inner city schools now equals or surpasses that to be found in schools in the more affluent neighborhoods.

Each year more children from low income families find some way to acquire their own musical instruments. Each year more of them try out for and are accepted into all-city band and orchestra groups. Each year more of them taste the sweetness of accomplishment.

Two questionnaires attached were developed to facilitate continued evaluation of the instrumental music program as students continue to enrich their musical knowledge and improve performance skills.

SUMMARY INSTRUMENTAL MUSIC TEACHERS REPORT

Title I Area – April 1970

Table I

Schools	Students Available	Students Participating	Percent of Participation	Students Owning Instruments				Title I Instruments Placed 1969-1970			Reasons Students Withdrew						All-City Music Participation						
				String	Wind	Perc.	Piano	String	Wind	Other	Behavior	Parent's Request	Lack of Interest	Moved	Other	Total	Elem. Band	7th Gr. Band	Jr. High Band	Elem. Orch.	7th Gr. Orch.	Jr. High Orch.	Sr. High Honor Band
Central Grade	54	24	44%	5										2		2				4			
Conestoga	317	58	18%		2								7	2		9							
Druid Hill	196	62	32%	6	2						3		2	5		10	2						
Franklin	383	61	16%		3																		
Highland	138	100	72%	4	2	2		3	4	2			1	1	3	5	4			10			
Indian Hill	181	125	69%		3			4	4	3			1	8		9	1			3			
Kellom	191	64	34%	2							2		10	4	1	17				1			
Kennedy	235	68	29%	5	1				4					1	1	2				1			
Lothrop	372	68	18%	2	2		4				1		1			2				1			
Monmouth Park	223	64	29%	3	3																		
Pershing	137	40	29%	1	7										2	2				1			
Saratoga	333	68	20%	1	1						7		5			12	4						
Yates	162	38	23%	3	13	1						3	2	1		6	1						
Mann Jr. High	853	138	16%	2	14	1		1	1	1	2	1	5	3		11		1	5		1		
Indian Hill Jr.	382	144	38%	9	32	7		4	4	2				5	2	7		3	11			3	
Technical Jr.	642	93	14%	1	1						1		2	2		5					1		
Technical Sr.	1128	60	5%	4							2				4	6							5
TOTAL	5927	1252	21%	48	86	11	4	12	17	7	18	4	37	43	13	105	13	4	16	21	2	3	5

INSTRUMENTAL MUSIC PARTICIPANTS 1969-1970

Summary of Data provided by Traveling Music Teachers
(From School Rosters Revised June 1970)

LENGTH OF PARTICIPATION

Table 2

School	School Number	Started Second Semester	Started First Semester	Two Years	Three Years or More	School Totals
Central	047		18	4	2	24
Conestoga	136	10	15	33		58
Druid Hill	053	19	26	16	1	62
Franklin	060	16	10	34	1	61
Highland	065	26	31	24	19	100
Indian Hill	095	41	53	19	12	125
Kellom	070	18	29	14	3	64
Kennedy	066	8	25	11	1	45
Lothrop	074	7	32	24	5	68
Monmouth Park	079	1	49	7	7	64
Pershing	102	3	17	11	9	40
Saratoga	086	16	34	6	12	68
Yates	064	14	12	9	3	38
Indian Hill Jr. (7-9)	875		13	24	107	144
Mann Jr. (7-9)	874		33	32	73	138
Technical Jr. (7-8)	884		4	7	82	93
Technical Sr. (9-12)	334		18	3	39	60
TOTALS		179	419	278	376	1252

WEEKLY REHEARSAL SCHEDULE

Extended Day Program – Instrumental Music

(Indian Hill School)

Before School Program:

			Group Size	Level
Monday	7:30–8:10	Small Ensembles	9	Jr. High
Tuesday	7:30–8:10	Orchestra Rehearsal	39	Jr. High
Wednesday	7:30–8:10	Band Rehearsal	79	Jr. High
Thursday	7:30–8:10	Orchestra Rehearsal	73	Jr. High
Friday	7.30–8:10	Band Rehearsal	79	Jr. High

After School Program:

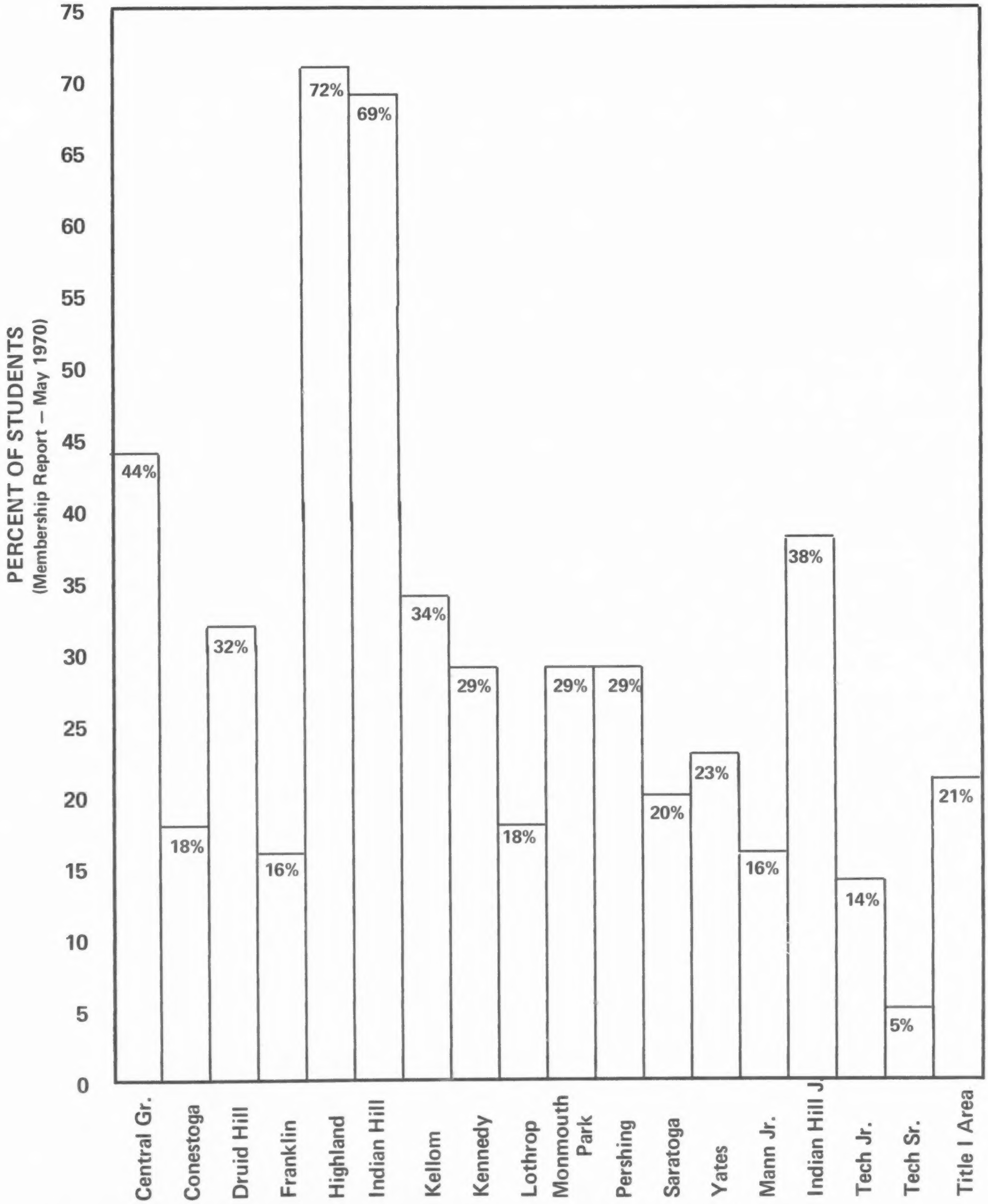
			Group Size	Level
Monday	3:15–3:45			
	Group I	Low Brass Class	7	Jr. High
	Group II	Beginning Winds	10	Jr. High
	3:45–4:15			
	Group I	Beginning Winds	12	Jr. High
	Group II	Beginning Woodwinds	11	Elementary
	4:15–4:45			
	Group I	Beginning Flute	6	Elementary
	Group II	Beginning Brass	12	Elementary
	4:45–5:30			
	Group I	Sectional for Winds	varies	Jr. High
	Group II	Percussion	8	Jr. High
Wednesday	3:15–3:45			
	Group I	Wind Ensemble	15	Jr. High
	Group II	Beginning Winds	10	Jr. High
	3:45–4:15			
	Group I	Beginning Winds	12	Jr. High
	Group II	Beginning Woodwinds	11	Elementary
	4:15–5:00			
	Group I	Intermediate Strings	13	Elementary
	Group II	Intermediate Winds	14	Elementary
	5:00–5:30			
	Group I	Sectional for Strings	varies	Jr. High
	Group II	Beginning Winds	7	Elementary
Friday	3:15–3:45			
	Group I	Low Strings	7	Jr. High
	Group II	Beginning Flute	6	Elementary

Friday (continued)

3:45–4:15			
Group I	Advanced Strings	9	Elementary
Group II	Beginning Brass	12	Elementary
4:15–5:00			
Group I	Advanced Percussion	6	Jr. High
Group II	Intermediate Winds	14	Elementary
5:00–5:30			
Group I	Low Strings	5	Elementary
Group II	Beginning Winds	7	Elementary

PARTICIPATION IN INSTRUMENTAL MUSIC
by
TITLE I AREA STUDENTS
1969–1970

Table 3



OPERATION SELF-UNDERSTANDING

Introduction

Operation Self-Understanding was designed to accomplish a three-fold purpose:

1. to facilitate better student self-understanding,
2. to provide background information essential in educational and vocational decisions,
3. to emphasize the role of the parent in school motivation toward better achievement in school.

The project was conducted at Pershing Elementary School in the Omaha Public School system from November, 1969, to June, 1970. The coeducational project consisted of thirty (30) seventh grade students and eighteen (18) eighth grade students.

Pre- and post-testing reflected significant gains in the knowledge of local high school terms and a growing interest in vocational considerations. Further, numerous self-initiated conferences suggested progress in stimulating student interest in vocational and educational opportunities.

Personnel

A. Building Principal

The building principal provided instructional leadership and guidance for the project within the community.

B. Project Leader

One half-time project leader was responsible for the day-to-day administration of all phases of the project.

C. Classroom Teachers

Two full-time teachers assisted with the testing in the course of their regular teaching assignments.

D. Guest Speakers

Seven guest speakers representing local, regional and national business firms discussed careers in their respective fields.

Methodology: General

The identified needs to be met by the project were as follows: (1) better student self-respect, (2) background information pertinent to educational and vocational decisions, (3) parental understanding of their roles in motivating students to better school performance, and (4) upgrade the pupil's cultural level by exposing him to opportunities and experiences which may not be provided in his environment.

Subsequent to the establishment of project needs/goals, six specific objectives were expressed:

1. to develop the personal attitudes necessary for working harmoniously with others,

2. to administer and interpret a battery of tests to assist the student in making educational and vocational choices,
3. to provide information that will acquaint the student with the "language" of high school,
4. to disseminate information to parents and students to enhance the role of the parent in working with their children,
5. to confer with parents periodically as needed to develop their understanding of the opportunities available,
6. to hold individual and group conferences on a regular basis to discuss specific topics related to junior and senior high school activities.

It should be noted that the criteria for the selection of the project director were tailored to the community of Pershing School. The students' only association with male teachers was provided by periodic instruction by traveling music and art teachers. This focused attention on the utilization of a young male qualified to "bridge the gap" created by the predominance of female teachers. Further, the director should possess an ability to forestall the anticipated parental feelings of intrusion generated by the project.

Methodology: Specific

A. Interviews and Conferences

General – Initial individual interviews were followed by individual and group discussion sessions in which the topics ranged from the role and responsibility of the individual in our society to current problems faced by the students. Group tours and study trips were taken to introduce students to the new invironment they would encounter in high school to articulate the transition.

Vocational – Vocational conferences featured guest speakers. These speakers gave realism to the discussion. Audio-Visual materials were used extensively to stimulate interest. These materials included the following:

Tapes

1. An interview with an auto mechanic
2. An interview with a beautician
3. Race car driving
4. What does a secretary do?
5. Do you want to be an architect?
6. Why be a pilot?
7. Service routeman
8. Television-repairman
9. The policeman

Films

1. What to expect in high school
2. What is an auto mechanic?

3. So you want to be on the team
4. Nursing – occupation or duty?
5. Preparation for the jobs of the 70's
6. Workers at an airport
7. How to look for a job
8. How to apply for a job
9. High school dropouts – then what?
10. Why should I care?
11. How to investigate vocations
12. The electrician
13. What is a hero?
14. What is a pleasing personality?
15. Keeping friends
16. Working together
17. Think of others first
18 A housewife's life
19. Why should I help?

Parental – Letters were sent to parents extending an invitation to visit school for the purpose of explaining the new project and to orientate them to the students' particular needs.

B. Testing

Local high school terms – The students were asked to identify a list of terms which tested their familiarization with words which are part of most high school student's vocabulary (example: curriculum, class schedule). The test was developed by the project leader.

Giest Picture Interest Inventory – The Geist Inventory – a brief, yet effective, picture interest inventory – provided the framework within which activities were directed. It was selected because it: (a) provided a qualitative assessment in eleven male and twelve female general interest areas, (b) identified motivating forces behind occupational choice, (c) facilitated counseling and guidance with verbally handicapped individuals, and (d) provided a useful means of obtaining additional information relative to counseling.

Sociometric Techniques – Observation coupled with sociograms was used in an attempt to measure change in pre-post values attached to inter-personal relationships.

C. Attendance

Attendance for 1969-1970 was compared to 1968-1969 and the first semester compared to the second semester of 1969-1970. Analysis was made to determine the correlation between the existence of the program and school attendance.

D. Daily Log

The project leader maintained a daily log of activities to record parental responses, the nature of activities, and student responses related to the project.

Evaluation

The most obvious measure of achievement of the project was the students' increased knowledge of local high school terms. The seventh grade students increased their scores from a group average of 30% at the start of the project to 70% at the completion date. The eighth grade students increased their scores from a beginning figure of 35% to 85% at the end of the project.

All except one of the eighth grade participants completed the spring high school pre-registration procedure. Of the 17 students that completed pre-registration, 14 were enrolled at North High School, 2 had transferred and 1 had withdrawn as of October 15, 1970.

Student interest in vocational goals paralleled this improvement. At the outset, thirty-one students expressed a vocational goal. At the conclusion, forty-seven students indicated a vocational preference. Self-initiated conferences, another measure of this interest, totaled sixty-six.

Other precise evaluation indexes were elusive due to the "affective" nature of the project, i.e., changes in values and attitudes which defy quantitative measurement.

Modifications and Suggestions

The negative response accorded the invitations to parents for conferences pointed to the need for:

1. A new approach or revitalized efforts to involve the parents in the project and to educate them regarding their respective roles in guiding the student to better performance in school, and/or
2. deployment of neighborhood aides to achieve the desired objectives of the project.

The relationship between reading and individual attention on the child's reading development is demonstrated in the Pals Read project, which is part of the Multiple Activities Program of Title I in the Omaha Public Schools.

This study was conducted between November, 1969, and June, 1970, at an inner city school. Its findings may be of value to others serving the educational needs of children in poverty areas.

Introduction

How reading aloud daily to a child affects his early reading achievement was studied in this Title I program, Pals Read, from November, 1969, to June, 1970, in an inner city school.

The 187 children in the program were drawn from three unspecialized first and three second grades at Howard Kennedy School. Adults involved were parents, teachers, the librarian, volunteers, and aides.

Coming from disadvantaged areas, the children involved needed to improve their reading achievement, language development and vocabulary. They lacked adult models on whom they could pattern their reading habits. They required more reading material in their homes and encouragement to use it.

This study revealed a significant comprehension growth as revealed by the Gates-McGinitie Standardized Reading Test scores which were given at the beginning and end of the experiment. Pupils in these classes were noted to have developed more interesting vocabulary and sentence structure. They were better able to follow the sequence of stories to completion and to imitate the action and speech of characters.

Decision for Project

Statements from leading reading authorities indirectly show the need for the project.

Nancy Larrick —

> "The first grader who learns to read easily and happily is usually one who has been read to, who can follow a story and talk about it, and who can handle books comfortably."

Paul McKee —

> "When parents ask how they can stimulate their children to read, the teacher can suggest that the parent read to the child. . .and that time be set aside when members of the family, including the child, read aloud to one another."

Ruth Strickland —

> "One of the most valuable things a parent can do is to teach his child the enjoyment of books and stories so that he goes to school hungry for more and eager to learn to read for himself."

Nila Banton Smith –

> "When parents read to a child. . .he comes to realize that the 'something' he enjoys so much is locked up within black and white symbols, and these symbols can be unlocked only when one knows how to read."

Jerry Keshian investigated characteristics of children reading above their mental age. His findings showed that "All of the children were read to by their parents on a regular sustained basis throughout their early childhood."

Methodology – General

The aim of the program was to raise the achievement level of the children on standardized reading tests, to improve their language development and broaden their vocabulary, to encourage the home use of reading materials, books, records, audio tapes, magazines and other materials available in the library, and to increase the time spent in home reading.

The program also aimed at involving parents and other interested members of the local community in participating in the project and serving as models on whom the children could pattern reading habits.

Six classrooms were involved in the project. One first and one second grade acted as the control group for each grade level. Teachers of these students were to conduct a basic reading program with one library period a week.

Group two, also one first and one second grade, would have a daily library period in addition to the program of the control group. A librarian would read a variety of stories to the children.

Group three, another first and second grade, would supplement the control group's program with regular daily reading by a parent or a community member on an individual or small group basis.

A variety of books, magazines, recordings, audio tapes and other story materials were provided for children to check out for use at home. All pupils from the six rooms involved were encouraged to use these materials.

In order to record a growth in comprehension and language skills, the Gates-McGinitie Standardized Reading tests for each grade level were given to all the students at the beginning and end of the experiment. Stories were taped in a random sampling of students for pre and post comparisons to show the growth of language skills. These were used to illustrate the development of diverse sentence structure and better work selection. . .action verbs, adjectives, multi-syllable words and longer sentences.

Methodology – Specific

In addition to the regular library collection, materials and equipment were selected to provide the readers with a variety of resources. Tape recorders were used so that the children might record their impressions of stories which had been read to them. The library provided a station for listening, recording, and viewing. Material and equipment included the following:

For Parents Use :

Larrick, N. A. *A Parents Guide to Children's Reading* Pocketbooks

For Children's Use:

First Grade Classroom Paperback Library — 100 titles
Second Grade Classroom Paperback Library — 100 titles
Third Grade Classroom Paperback Library — 100 titles
Children's Fairy Tale Library — 10 volumes of recordings (34 tapes)
The Story Book Shelf Tapes — 36 tapes
Second Grade Record Library — 25 books and recordings
Read As You Listen — 10 volumes
The Junior Library — 18 books and recordings
Children's Library of Recorded Books — 16 books and recordings

Teacher's Use:

Huck, C. *Children's Literature in the Elementary School* 2nd edition, 1968
Arbuthnon, M. *Children and Books* 3rd edition, 1964

Equipment for Students:

Spoken Arts Cassette Library for Young Listeners
Cassette Players
Cassette Album (Cassette with raw type for recording own stories)

The instructional input of the project can be shown more fully in a picture story.

The principal of Howard Kennedy School was very cooperative and instrumental in getting the pilot program, Pals Read, underway. At her desk she is consulting Nancy Larrick's book *A Parent's Guide to Children's Reading.* Several copies of this useful book were made available to the parents and teachers who were doing outside reading to the children.

The reading resource teacher is recording a first grader's version of *Three Billy Goats Gruff.*

The following story was recorded in November when the project started. It was typical of many which were recorded. A second story is retold by the same child at the end of the project.

The Three Bears

"Once upon a time there was three bears . . . the papa bear, the mama bear, and the baby bear. The mother bear cooked some porridge. And . . . and . . . she put three . . . put the three bowls of porridge on the table and papa bear tasted his and said, 'It's too hot.' And Mother tasted hers and she said, 'It's too hot.' And . . . and . . . they . . . they went outdoors till it cool . . . . Then came Goldilocks. She tasted the papa bear's. It was much too hot. She tasted the mother bear's. It was too cool and she tasted little baby bear's and it . . . baby bear's porridge and it was just right. Then she ate it all up. She . . . now I forgot the end of the story."

Three Billy Goats Gruff

"Once upon a time there was, there was three Billy Goats Gruff, and the name of all three of them, name was Gruff. So they had to go to the other side of the bridge to make themselves fat. So they sent the baby over first. And under the bridge lived a troll with eyes as big as saucers and nose as big as a club. So the baby went by and went and the bridge went trip-trap, trip-trap, trip-trap. And the troll said, 'Who's that tripping over my bridge?' 'It's I, the little Billy Goats Gruff.' 'I'm going to eat you.' and he said, 'Oh, don't do that. My brother's coming over. He's much bigger than I.' And he said, 'Well, okay. Be off with you.'

"For a long time later the second Billy Goat came trip-trap, trip-trap, trip-trap. 'Who's that tripping over my bridge?' 'It's I, the second Billy Goat.' 'I'm coming up to eat you.' 'Oh, don't do that. Wait until the biggest one goes across. Why, he's much bigger than I.' 'Well, okay. Be off with you.'

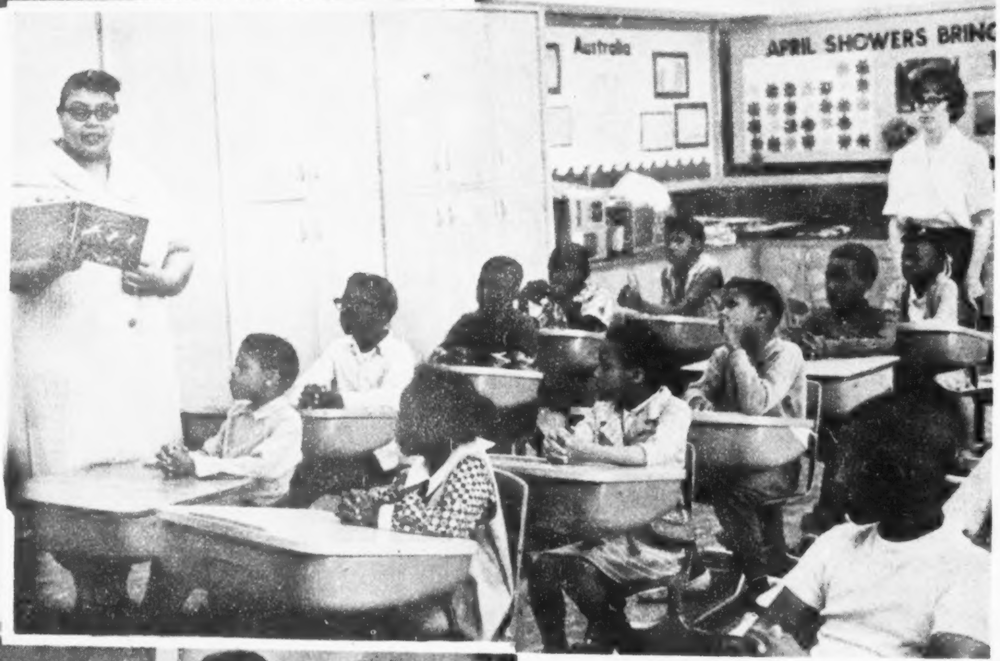
"So along. . . a little while later the biggest Billy Goat came. Trip-trap, trip-trap, trip-trap. 'Who's that tripping over my bridge?' 'It's I, it's the biggest Billy Goat Gruff.' 'I'm coming to . . . . coming up to eat you.' 'Come on ahead. If you do I'll poke your eyes out and tear you all to pieces.' So the troll came up. He took his horns and poked his eyes out and he tore him all into pieces and he threw him in the river and he went across the bridge to make hisself fat.

"All three of them was over there. They made themselves so fat till they stayed and used some of it away. They couldn't hardly. They ain't going to be able to walk again."

The first graders listen with rapt attention to a story by the librarian. They averaged 8.95 hours of listening during the project.

Pupils enjoyed following the text in the book, as they listened to the story. The average time spent at this activity during the project was 1.84 hours.

The attitude of the children indicates their interest as the teacher reads to them.


Australia
APRIL SHOWERS BRING

Reading aides took their turns at reading to the children.

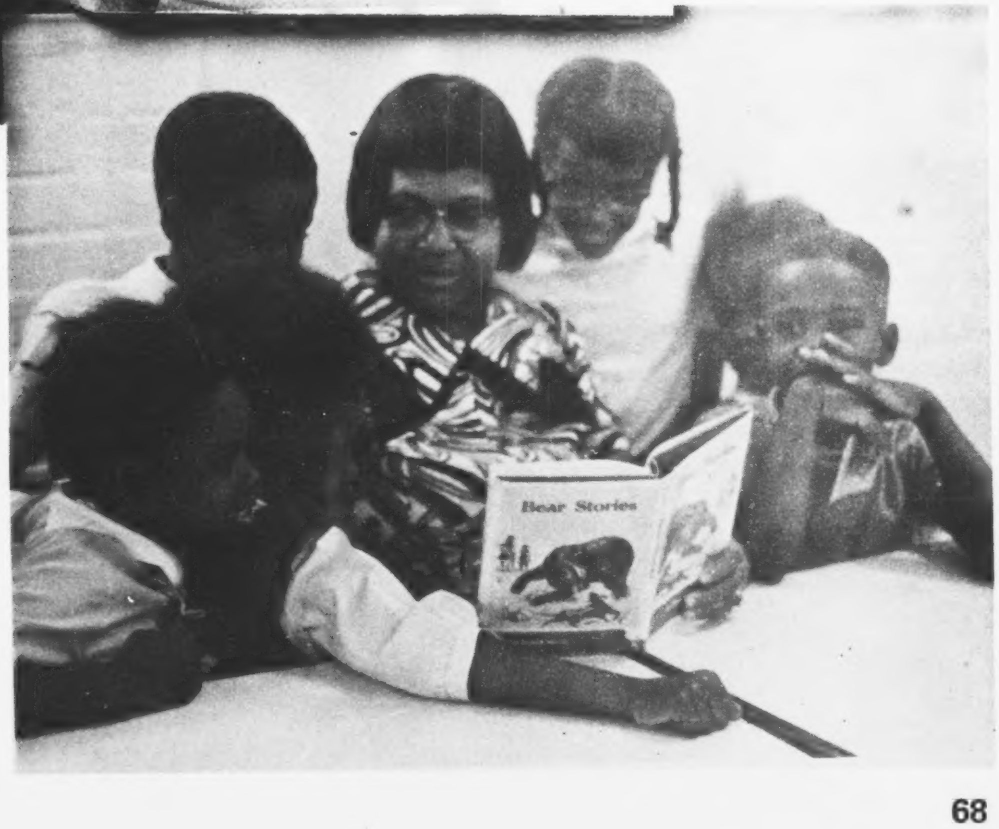
Uu Vv Ww Xx Yy Zz +x

A slip was turned in to the teacher each time a book was returned from home, telling how many times the story was read to the child, if he liked it, and any other pertinent comments the parent wished to make.

Second graders write letters to their librarian, thanking her for reading to them every day. (Examples are included.)

Home reading was an enjoyable experience for both mother and child.

Everyone had fun when the volunteers read to the children.



Favorite books were read over and over at the children's request.

Periodicals were also a reading source for volunteers. The children averaged 5.05 hours at this type of activity during the project.

In-Service Training

Project directors scheduled in-service meetings as frequently as there was a need with teachers, parents and other non-school personnel involved in the program. Practical suggestions were provided for use of the "reading aloud" material.

The meetings provided an opportunity to share ideas and problems and to develop better communications between home and school. Parents were encouraged to examine and check out materials from the school library for home use.

Evaluation

The Gates-McGinitie test results revealed a mean gain in reading achievement of all groups involved in the experiment. Group II recorded a year's growth in comprehension between February and May, indicating the librarian's influence.

Other gains which were noted in the scores were more interesting vocabulary and sentence structure, the ability to follow the sequence of stories to completion and individual expression to imitate action and speech of the characters.

Tapes of the children were conclusive evidence of language development when comparisons were made between recordings made early in the project and at the end.

Some difficulty was encountered in finding parents who would participate in the program. This problem was solved by using adult volunteers as substitute parents. Four kindergarten demonstrations and meetings were scheduled for parents in an effort to build a more cooperative relationship between home and school at an earlier age.

Per pupil cost of the project was not high. Little expense was involved because the project was incorporated into the curriculum, regular and volunteer help were used and the services of other agencies were utilized.

Library records reflect that children checked out more books than ever before. The circulation per pupil in 1968-69 was 51.6 books. In 1969-70, this circulation increased to 65.2 books per pupil. Children also brought more books to school from the Bookmobile which was stationed near the school after school hours and on Saturdays.

Teachers involved in the program were enthusiastic over its success and requested that it be continued in Grades One and Two and that Grade Three be added. They kept records of the reading done by children, of the books read by children and of the books and materials checked out of the library for home use.

Representative comments are included to reflect the feelings of project participants. Several strengths were reported accompanying the major objectives of the project.

Mrs. Juanita Moore, principal, reports:

> "Parents are more concerned about their children's reading experiences. School attendance and pupil behavior definitely improved. Personal contact with aides has resulted in better citizenship on the part of children in the experiment."

The school librarian, Mrs. Florence Maxwell, welcomed the opportunity to work with younger children. Relationships in words were explored. Many unusual words were put on flash cards. Correct student responses to context clues were frequent. The development of "a good listening ear" was also observed. When a question was posed in the middle of a story, several children were always ready to respond with a possible outcome.

Teachers pointed out the growing respect children showed for the speaker. Mrs. Lambrecht, a first grade teacher had this to say about the language pattern model being provided by adult readers.

> "At the beginning of the year children spoke in a disorganized manner – slurring speech, and talking so others had difficulty understanding them. Now, they imitate the model of the reader, attempting to speak clearly and plainly. When they tell a story that has been read to them, they try to follow the language used in the book. Now when you take out a book and say you are going to read, it's just like magic."

The increased attention span of children was mentioned by several readers. Volunteers too appeared to be inspired and commented thus:

> "The children seemed anxious to be included each day in the reading group – they were never inattentive."
>
> "The majority of the children could not read, but were anxious to be selected to participate."
>
> "There was certainly an increase in the children's vocabulary and interest in books."

Modifications and Suggestions

The suggestion is made that two special meetings a year be scheduled with first and second grade parents to emphasize the importance of reading. Teachers of these pupils were to continue their practice of daily reading to them to take them beyond their own capability level. At the same time it was suggested that the program be expanded to include the third grade.

The library schedule would be revised so that all classes would have at least one period a week for the librarian to read to them. More open library periods were to be made available so that students might do reference work individually or in groups.

It is recommended that kindergarten teachers involve parents more in observing regular classroom work. They should stress to parents the importance of stimulating interest in reading and its enjoyment through regular reading to their children.

Services of teachers, librarians and parents involved in this year's program should be utilized in the planning and development of an in-service program for parents next year.

The concensus of all the participants of the project is that it be continued and expanded to schools demonstrating an interest in organizing a "Pals Read" project. The enthusiasm of the principal, teachers and volunteers, as well as observable gains in language development by these children in grades one and two would indicate the project should be continued.

May 15, 1970

Dear Mrs Max well
Thank you for letting
us be special. I wish you
had, Pippy Long Stokings.
Will read a nother stor,
like pippy long stokings.
I love you. Love
Lonnetta

May 15, 1970

Dear Mrs. Maxwell,
I do hope you forgive
s because we were very
ude. But realy what I want
o tell you is that we injoy
comeing to the library to
isten and to learn.
Crystal

Introduction

During the school year, 1969-70, the primary vocal music project provided basic music instruction for classes kindergarten through third grade. These classes also benefitted from cultural enrichment activities and other classroom activities.

Approximately 4,000 students were involved in this program. The grades involved were: Kindergarten, pre-first, first, pre-second, second, pre-third, third, and ungraded. Since all of these were in Title I schools, only disadvantaged students were served.

Personnel

A. Coordinator of Music

The coordinator of music for the Omaha Public Schools supervised the entire program, including the hiring and placement of teachers.

B. Evaluator (Research Specialist)

A member of the Omaha Public School staff, the evaluator collected and analyzed data for this project.

C. Supervisors

There were two vocal music supervisors, members of the Omaha Public Schools staff, who oriented the teachers and gave periodic in-service and assistance.

D. Music Specialists

Three vocal music teachers were hired for this project. They helped each room once a week for thirty minutes, presenting new material and teaching techniques.

E. Classroom Teachers

One hundred eighty classroom teachers worked with and observed the methods and techniques used during this helping period so they could apply the knowledge and follow up during the class work on subsequent days.

Methodology: General

The objectives for this program were:

1. To stimulate the aesthetic unfoldment in disadvantaged youth;
2. To provide cultural activities in vocal music;
3. To provide opportunities for exploratory experiences in vocal music;
4. To build skills in the understanding of musical concepts;
5. To provide experiences for participation in musical activities; and
6. To encourage individual expressions of creativity.

Through classroom experiences the students were involved in activities which developed their understanding of basic musical concepts in rhythm, melody, form, and expressive qualities. By listening and doing, students felt the steady beat, strong beat and rhythm of the melody (melodic rhythm) in songs. They learned the shape of melodies (melodic contour) and how notes may move up or down or straight ahead. This led to the recognition of like and unlike phrases and form in songs. Through discussion and involvement they were exposed to mood, dynamics and expression in music. Various classroom instruments were used to develop these concepts – rhythm sticks for steady beat, triangle for strong beat and jingle clog for melodic rhythm. As they progressed from listening and doing, they saw the signs and symbols of music notation, thus introducing them to their first experience in music reading. This was the beginning of their music vocabulary.

Methodology: Specific

In order that the reader might receive a more comprehensive view of the methodology employed in consummating the general objectives, a description of the activities involved in teaching a first grade song is listed below. It is felt these activities have a high correlation in the development of language patterns and vocabulary.

First of all, the teacher sings the song to the children. They are invited to listen for what kind of song it is, for the content of the song, and the meaning which they feel the song conveys. Questions include the following: "What do the words of the song tell you? Are there any *different* words in the song? Are there any words we have not used before? How do the words and music fit together?" (Example: "The Wind Blew East," *Making Music Your Own*, Silver Burdett Company, Morristown, New Jersey.) "Is the melody appropriate for the words of the song?"

After a discussion of the words, the children are asked to tip the *sound* of the words, the rhythm of the melody. A jingle clog, a rhythm instrument which is part of the instrumental packet for each primary grade, is used for this activity. The children "tap" the sound of the words, every *syllable* of the word, into the palms of their hands. Division of words are discussed since in the song a syllable is given a *tone*; for example, "Sandra" may be c on the staff for "San" and a on the staff for "dra."

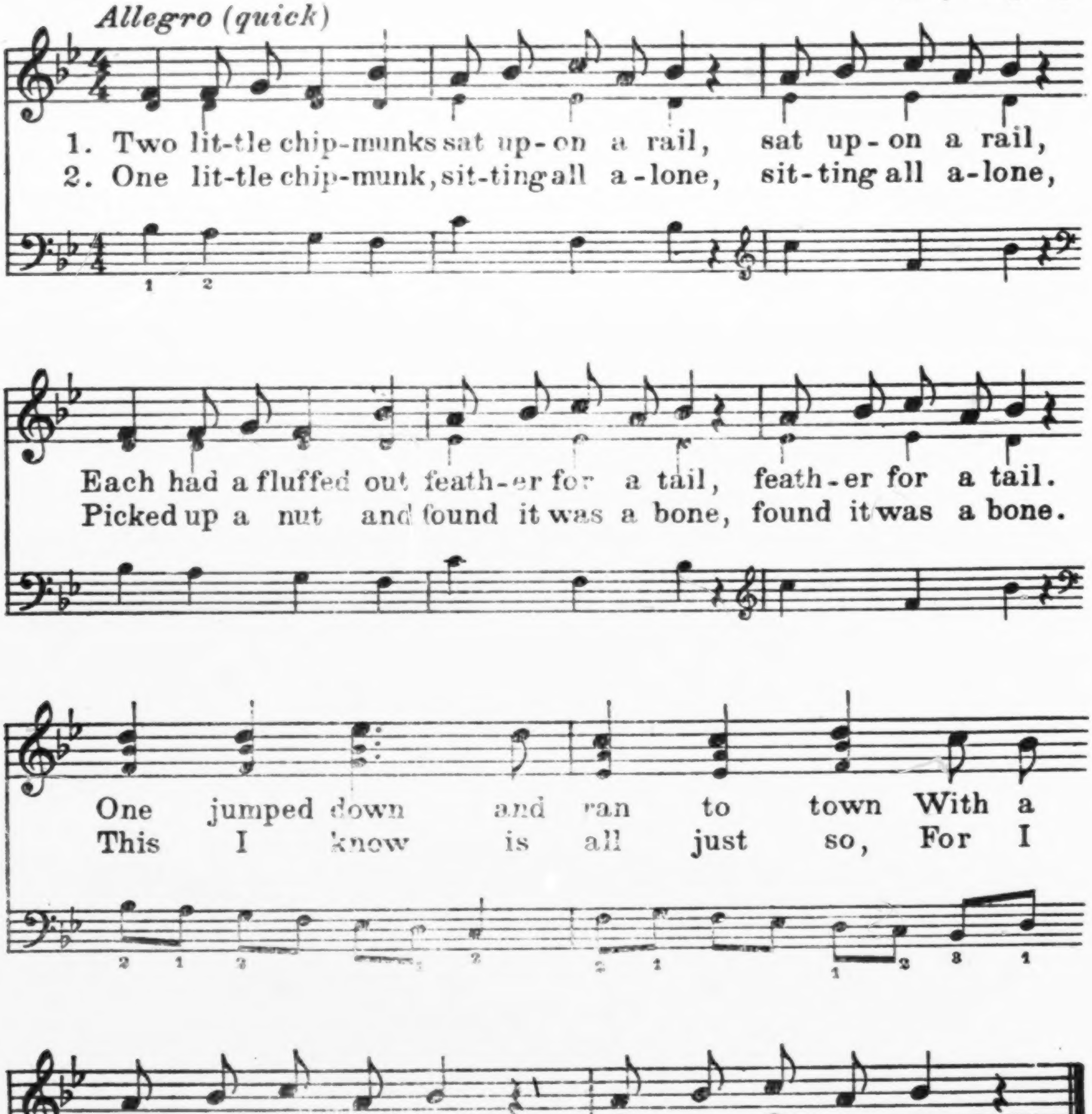
Lyrics of a song, "A True Story" introduce a number of new words to the children's vocabulary. Of particular importance to first graders is the language patterning of prepositions, important elements in the "language of instruction." Many examples could be included, but only one has been selected at random.

With respect to auditory perception, various instruments are introduced in the first grade. Swiss melody bells, song bells, resonator bells, the autoharp, piano, and as many orchestral instruments as possible are played, either by record or by the performance of a staff member or student. Children were guided to hear the different sounds the instruments made – the tonal qualities – how an instrument could be used most effectively. In Prokofiev's "Peter and the Wolf" children were guided to hear the different sounds the instruments made. This led to the discovery that a clarinet was an effective

A True Story

Acc. by Irving Wolfe

Allegro (quick)


1. Two lit-tle chip-munks sat up-on a rail, sat up-on a rail,
2. One lit-tle chip-munk, sit-ting all a-lone, sit-ting all a-lone,
Each had a fluffed out feath-er for a tail, feath-er for a tail.
Picked up a nut and found it was a bone, found it was a bone.
One jumped down and ran to town With a
This I know is all just so, For I
let-ter for the mail, let-ter for the mail.
heard it on the phone, heard it on the phone.

instrument for a cat, an oboe for a duck, Franch horns for hunters. Another listening example is "Carnival of Animals" by Camille Saint Saens. Before these compositions are presented, children listen to the instruments and the sounds which emanate from them on the same pitch so that complete concentration can be focused on the tone quality.

Pitch discrimination is taught through tone matching. The song, "Sing Me, Sing Me, Sing Me Your Name" is an example of this. The child answers, "Bil-ly, Bil-ly, that is my name." Again, "Bil-ly" is written on two tones so in addition to matching tones, emphasis on syllable stress is made. The song, "Whatever Can It Be?" is designed to aid in pitch discrimination. The words of the song, "Higher Than a House" are written on high C. Children are invited to stand and hold hands high. The words "underneath the water" are written an octave lower; therefore, the children stoop. The last words of the song, "Whatever can that be" are written on G -- the middle tone of the song. This concept is further implemented by hand signals of the type used by Mary Helen Richards in conjunction with the Kodaly Method of Teaching Music and Reading Readiness. Through the presentation of this song and similar ones such as "Yoo Hoo" (tonal pattern), "Three Blue Pigeons," and "Five Angels," many experiences are given children.

The steady beat is always felt by the children, as a teacher presents a song. Much time is spent on this activity. Rhythm sticks are used in the primary grades. If the sticks are not available, children use "pretend" sticks, their index fingers. The beat may be clapped or may be felt by tapping of the feet — it is encouraged to feel it in all parts of the body. The "heavy" beat, the accented beat is introduced after it is apparent the children are successful in feeling the steady beat. Sometimes a triangle is used, or the children clap the heavy beat. Here again, in music as in reading, the heavy beat is felt where a word would be accented in speech. An example: "Bil-ly is my friend." "Bil" is the strong beat of the music; "Bil" would be part of the *word* which would be stressed.

Rhythm patterns are clapped, are sung, are recognized in every possible way. For example, the French song, "Go To Sleep," has the same rhythm pattern in every phrase. The teacher leads the children to discover this by having the children sing the song as she notates it on the chalkboard. This is done by the use of rhythm syllables, again, a part of the Kodaly Method of Teaching Music and Reading Readiness. They are taught to associate the differences in pitch with hand levels, line notation and subsequently, the notes on the staff.

Through the feeling of the strong beat, children learn to recognize when one beat in a series is stronger than the others, to clap the strong beat in music moving by twos, threes, fours, or six-eight time.

Echo clapping is also introduced and through this technique, children reproduce many varied rhythmic patterns. Not only do they learn to echo clap rhythmically, but reproduction of sound is carried to a finer degree when a song is being taught and the children reproduce it phrasewise by accurate rhythm and tone.

Materials

Music for Young Americans Records accompanying this book	American Book Company
Music Round About Us Records accompanying this book	Follett Publishing Company
Music Through the Day Records accompanying this book	Silver Burdett Company
Making Music Your Own Records accompanying this book	Silver Burdett Company
Let's Listen and Sing (Television Guidebook for Grade 1) Singing tape accompanying the television guidebook	
Music in Our Town Records accompanying this book	Silver Burdett Company
We Read and Sing (Television Guidebook for Grade 2)	
Music Now and Long Ago	Silver Burdett Company
Singing and Doing (Television Guidebook for Grade 3)	
A 15-minute radio (FM) program twice a week for Kindergarten	
A 15-minute television program once a week for Grades 1, 2, 3	

Equipment

Record player

Tape Recorder

Overhead projector

Musical instruments: rhythm sticks, triangle, jingle clog, drum, tambourine, tone block, sleigh bells, chromatic song bells, resonator song bells, autoharp

In-Service Training Activities

Classroom visitations and demonstrations were made by supervisors. Regular in-service meetings were held to implement materials and to give further instruction in the techniques of vocal production.

Evaluation

It is a well known fact that music as an art is essential to the general development of the child. Not so widely recognized is the part music plays in helping a child learn to read. How these facts were developed in the Primary Vocal Music Project is shown here.

An understanding and appreciation of music resulted in the development of children's auditory perception. Of 142 teachers reporting, 110 said that their students learned to discriminate sounds. (Statistics are from attached chart.) Children were able to identify words in pure tones by patterns of rhythm, stress and pitch.

These findings would substantiate the belief of Gladys Uhl, who writes in the *Music Educator's Journal* of December, 1969, that music develops listening ability and auditory awareness. "While these skills are essential for a child's appreciation of music," she says, "they are also essential for the child who is learning to read."

Pointing out that considerable background in listening experience is required of new grammar texts used in secondary schools, Mrs. Uhl contends a child must acquire auditory acuity in school. During the project, 144 out of 151 teachers reporting attested to the fact that their students developed such keen auditory perception that they could always to nearly always detect rhythm patterns. Further, 134 teachers reporting out of 153 stated that the students could always to very often differentiate the highest pitch in a series of four.

The importance of auditory perception as a basis for successful reading is borne out by Tinker and McCullough in *Teaching Elementary Reading* (Appleton-Century Crofts, 1962). They state that "auditory discrimination ranked first of the four most important factors for the foundation of successful reading."

A child's ability to discriminate the separate sounds in words is a highly important factor in determining reading success, according to Durrell and Murphy in *Teaching Elementary Reading*. This ability was noted in the project by 84 teachers out of 121 reporting. They stated that children learned to put words into syllables after singing them in songs.

The project allowed children an opportunity to practice sounds in a motivated setting. They learned to associate symbols by differentiating pitch with hand levels or notes on the staff.

The growth in music skill by many children was noted by teachers who commented on how their students tended to be creative and to discuss a story in song. One teacher observed that "a child who does not understand many other things seems to be able to pick out things through music." Of 151 reporting, 132 teachers stated that children in their classes always to very often volunteered to perform alone. Other comments noted how eager the children were to participate in music, how they chose to listen to music during free time and how music books became a source of reading.

One of the vocal music teachers commented, "In the fall I noticed so many children sang in very low voices. . .and if they knew the song well, they were prone to shout it rather than sing it. At the end of the year, they were enunciating better. . .they were cognizant of mood. . .and they were able to conduct themselves accordingly.

"Their attention span had increased to a point where they were able to listen to a song being sung and to sing it back phrase by phrase. They were willing to use instruments and to be creative in the selection of appropriate rhythm instruments. They became more adroit in echo clapping which was not confined to simple rhythm patterns, but many times required acute listening."

This teacher felt the program should never be discontinued, but enlarged upon. Her reasoning was that "emotionally it provides an outlet for the child. . .who was given opportunities to listen, to perform, to see. Socially, he was working with others. . .he was made aware of the needs of others to take part. Physically, he was given opportunities to act and dramatize songs."

From these findings it would seem that music in the kindergarten through primary grades is of prime importance for the skills it develops. It is equally important because of the emotional response and beauty it brings into children's lives.

A copy of a questionaire sent to teachers to record the general performance of their class follows. An examination of this questionaire reveals the specific instructional input of the program.

An attached summary of 158 returns indicates teachers' observations of class performance relating to specific items of the questionaire.

PRIMARY VOCAL MUSIC PROJECT

Teacher Questionnaire

School: ________ Grade: ____ Teacher: Classroom – Traveling ________ Date: May, 1970

The Primary Vocal Music Project is an example of cooperative efforts to bring extended opportunities to boys and girls. Many fine things have been said in behalf of this project. It is time now to capture and report this information to all who are interested. It is also important to combine the findings to continue the development of the project.

Models: Language Patterns and Vocabulary

Language Patterns

1. Do the children use the language patterns provided by the songs?

Always ☐ Most of the time ☐ Very often ☐ Occasionally ☐ Almost never ☐ Never ☐

* 5 4 3 2 1 0

Vocabulary

2. Do the children use the new words presented in the songs?

Always ☐ Most of the time ☐ Very often ☐ Occasionally ☐ Almost never ☐ Never ☐

Syllable Stress

3. After children sing words in songs can they put the words into syllables?

Always ☐ Most of the time ☐ Very often ☐ Occasionally ☐ Almost never ☐ Never ☐

Auditory Perception

Words in pure tones may be identified by patterns of rhythm, stress and pitch. Auditory perception is an important component in recognition and successful reproduction of words. This occurs at three levels.

Items below will help identify these developmental stages in the children of your class. Please familiarize yourself with the concept being assessed by each question before trying out members of your class. While not a part of this questionnaire, a check list for the pupils of the class would be most interesting.

Discrimination of Sounds – Inflection

4. Can the children tell the difference between tone qualities at the same pitch? The following can be "tuned" to give the same pitch: piano, pitch pipe, auto harp, and bell. (Various musical instruments may also be used for this check thus adding a new interest.)

Always ☐ Most of the time ☐ Very often ☐ Occasionally ☐ Almost never ☐ Never ☐

5. Can the children pick out the sound with the highest pitch in a series of four?

Always ☐ Most of the time ☐ Very often ☐ Occasionally ☐ Almost never ☐ Never ☐

* Values assigned for purposes of compilation

6. Can the children recognize when one beat in a series of four is stronger than the others?

Always ☐ Most of the time ☐ Very often ☐ Occasionally ☐ Almost never ☐ Never ☐

7. Can the children tell whether two series of rhythm patterns are the same or different?

Always ☐ Most of the time ☐ Very often ☐ Occasionally ☐ Almost never ☐ Never ☐

Remembering for Reproduction

Stress

8. Can the children clap the strong beat in a series of four?

Always ☐ Most of the time ☐ Very often ☐ Occasionally ☐ Almost never ☐ Never ☐

Rhythm

9. Can the children repeat by echo clapping many varied rhythm patterns?

Always ☐ Most of the time ☐ Very often ☐ Occasionally ☐ Almost never ☐ Never ☐

Pitch

10. Can the children sing an unfamiliar phrase as an echo?

Always ☐ Most of the time ☐ Very often ☐ Occasionally ☐ Almost never ☐ Never ☐

Association with Symbols

11. Can children associate differences in pitch with hand levels or notes on the staff?

Always ☐ Most of the time ☐ Very often ☐ Occasionally ☐ Almost never ☐ Never ☐

Evidence of Success

12. Can you see a look of confidence and pleasure in the faces of the children?

Always ☐ Most of the time ☐ Very often ☐ Occasionally ☐ Almost never ☐ Never ☐

13. Do the children volunteer for individual performance?

Always ☐ Most of the time ☐ Very often ☐ Occasionally ☐ Almost never ☐ Never ☐

14. Give examples of other ways individual pupils have demonstrated their success in music.

15. In what ways have children shown growth in their "love of music."

Review of Instruction

Taping of the instruction and the participation of children during an instructional period very early in the year and again at the end of the year demonstrates very nicely the cause and effect relationship of this instruction. The many instances of outstanding growth in music skills can then represent the spirit of the project. Such a review of accomplishments helps children to see their progress. This activity serves the instructional program in a relevant way. Feel free to edit the tape to meet your classroom needs.

16. Please forward available tapes. Introductory headings, explanations, and editorial comments can be run on the tape instead of being written if you prefer.

☐ We are submitting a tape as a part of the review of this project.

☐ Please return a replacement tape.

☐ Please return the original tape. We would like to keep it for continued use.

Cooperation with the evaluation of the Primary Vocal Music Project is greatly appreciated. Continuation of this and other projects will depend heavily upon the results which are reported. Your suggestions are solicited.

Lloyd Tepley

Evaluation Coordinator
E.S.E.A., Title I

COMPILATION OF PRIMARY VOCAL MUSIC PROGRAM
Teacher Questionnaires

1969-1970

	MODELS: Language Patterns & Vocabulary																		AUDITORY PERCEPTION																	
	Language Patts.						Vocabulary						Syllable Stress						Tone Qualities						Highest Pitch						Strongest Beat					
	5	4	3	2	1	0	5	4	3	2	1	0	5	4	3	2	1	0	5	4	3	2	1	0	5	4	3	2	1	0	5	4	3	2	1	0
Kindergarten		6	2	4				5	3	6				2	1	5		2	1	6	4		1		1	10			2		3	6	4	1		
Pre-First	1	5	1	3	1		1	7		2	1		1	1	5	2	2			3	3	4				3	5	4				8	1	1		
First	4	15		1			5	12		1			4	11		1			3	16	13	4	2		13	18	6	3			8	23	7	2		
Pre-Second		2	1	1				2	2					2	1	1				1	3				1	3					1	1		1		
Second	1	11	16	7	1		2	16	8	7	3		3	17	10	6			3	11	10	7			16	12	5	4	1		16	16	4	1		
Pre-Third		2		1			1	1	1					1	1	1				1		1				2						1	1			
Third	3	12	8	10		1	4	10	9	7	4		5	11	6	9	2		5	14	8	8	1		16	13	4	2			17	15	2	2		
EMH	2	2		5	1		1	2		5	1			2		4	2				5	2	2		2	2	2	2	1		2	3	2	2		
TOTAL	11	55	27	32	3	1	14	55	23	28	9		13	47	24	29	6	2	12	52	46	26	6		49	63	22	15	4		47	73	21	10		

	AUDITORY PERCEPTION (continued)																													
	Rhythm Patts.						Stress						Rhythm						Pitch						Symbols					
	5	4	3	2	1	0	5	4	3	2	1	0	5	4	3	2	1	0	5	4	3	2	1	0	5	4	3	2	1	0
Kindergarten	4	6	4	1			3	3	5	1			4	9	2				1	8	2	3				4	5	2	1	1
Pre-First	2	4	4	1			1	5	3	2			1	5	3	2			1	4	5	1				3	4	4		
First	12	17	8	1			8	24	6		1		1	18	8	1			8	19	6	5			4	19	7	7	1	
Pre-Second	1	1	1					2	2				2		1	1				2	1	1			1	1	1	1		
Second	13	21	1	2			8	26	3				11	19	7				6	16	6	7				16	12	10		
Pre-Third		2						1	1					2						1		1				1	1			
Third	16	13	6	1			13	18	5				12	20	3	1			11	17	6	2			2	15	15	4		
EMH	3	4	1	1				7	1	1			3	2	2	2			2	3	3		1			4	2	3		
TOTAL	51	68	25	7			33	86	26	4	1		45	75	26	7			29	70	29	20	1		7	63	47	31	2	1

Values assigned to the teachers' responses:

Always – 5 Most of the time – 4 Very Often – 3
Occasionally – 2 Almost Never – 1 Never – 0

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SUPERVISED STUDY PROGRAM

The 1969-70 school year was the fifth year of operation for the Supervised Study Program at Indian Hill Junior High School. The purpose of this evening program was to provide a study center for students in grades seven through nine who find it difficult to study at home or who need this type of facility to improve their learning experience.

This program was needed because many of the children in disadvantaged areas lack satisfactory places to study in their homes. Places to study which are free from all forms of distraction are difficult to find in many of these homes. Even in homes where students can find a place to study, they are hampered by not having reference or resource materials necessary to satisfactorily complete their assignments.

The objectives of the program were:

1. To provide suitable study facilities for disadvantaged children;
2. To provide the necessary reference and resource materials for students' use and to assist them in utilizing these materials;
3. To provide professional staff to give individual assistance to students with particular study problems; and
4. To provide remedial help whenever necessary.

Because of this program, students who desired to study, but who found it difficult to do so at home had a place where they could go, with professional staff available to assist them. Many of these students could not understand the material being presented to them in class and felt unable to ask their teachers acceptable questions. In the supervised study situation where there was a great deal of individual attention, these students felt free to seek answers to their questions.

The supervised study sessions were held in the school library from 6:15 p.m. to 8:00 p.m. Monday through Thursday. Students were free to come to the study room and to sign in any time before 7:00 p.m. Once they were in the study room, however, they were expected to stay until 8:00 p.m., unless they had a note from their parents requesting them to be excused earlier. Students were not scheduled to attend the study sessions — there were no restrictions on which nights a student could attend nor on how often he attended.

During the year, six teachers worked in the program, with only two on duty each night. In order to provide the help needed by the students in a wide range of subjects, teachers from the various areas — social studies, English and math — were on duty. A wide range of study materials and teaching aids, which the students were free to use, were added to the library. These included: books, magazines, tapes, records, calculators, and standard reference books.

The atmosphere in the supervised study sessions was relaxed, informal and free from many of the constraints of regular school classes. Quiet talking and working together was permitted. The two teachers were available to the students for help and counsel.

An average of 53 students signed into the study room each week. The attendance ranged from a low of 23 to a high of 104. Many students were encouraged by their teachers to make use of this program, especially those who could benefit most by additional help with their studies. Because calculators were available, many of the students in the calculator mathematics classes used this opportunity to finish their daily problem sets.

One measure of this program's success has been its expansion. When it was first begun, study sessions were scheduled for two days each week. Because of favorable student response, this was increased to three days each week in the following year. Eventually, the study sessions were increased to the present number of four per week.

One of the supervisors felt the greatest impact of the program has been in changing students' attitudes. Many of the students who used the center have developed a less resentful and more positive attitude toward school and studies. Observations by classroom teachers also supported the Supervised Study Program. Comments relative to various subject areas included:

Math Teacher –

> "The map project of Mr. Yeluek could not be done without it."
>
> "Best results when used for extra help and extra assignments (enrichment)."

Language Arts Teacher –

> "Many students were involved in outside projects and used this time to work on them. As long as Supervised Study was going on you could count on assignments being completed. When it stopped, the amount of incomplete work increased."

Math Teacher –

> "I feel that the greatest help was in developing favorable study habits and attitudes toward school work. Many students found out for the first time that studying and learning can actually be enjoyable."

Social Studies Teacher –

> "I feel certain that several who passed both English and geography would have failed if they did not receive the help they got through Supervised Study."

Language Arts Teacher –

> "Many students of lesser ability came. I feel some of them were able to retain an interest in school, as a result. For the rest of the students, the time studying showed that they truly appreciated the opportunity. For most, it gave an invaluable place of study not available anywhere else."

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Is she getting the reading skills today that she will need tomorrow?

READING PROGRAMS

NEEDS IDENTIFIED:

1. Additional teaching time is required to manage special problems in reading;
2. In-service training of teachers is necessary to assist them to recognize special reading problems and adjust teaching techniques to meet needs of individuals or groups;
3. A specialized curriculum in response to instructional problems in reading is needed;
4. Resource libraries are needed which place emphasis on readiness, supplementary or practice reading, and remedial word analysis for the intermediate grades;
5. Teaching programs and in-service training need to be coordinated with the long range plan for the development of reading programs;
6. Pilot programs to explore the specific impact of prepared materials and techniques are needed to facilitate the adoption or adaptation of promising developments.

ACTIVITY NUMBER 28

Purpose:

The purpose of this program was to improve the teaching of reading in selected "disadvantaged" schools and to provide the teachers with a variety of methods and materials so they can individualize reading instruction. Further, we should not lose sight of the fact that it does children no good to learn to read if thereafter they do not: (1) practice and apply the skills (2) read for enjoyment of knowledge.

Objectives:

1. To provide teachers with a variety of diagnostic tools so that they can assess their students' reading status.
2. To demonstrate a variety of techniques for teachers so that they can improve their teaching of reading, not being inflexible and dependent on a particular method.
3. To encourage teachers to use a variety of materials made available so that they can approach the teaching of reading in many different ways, depending upon the needs of the children.
4. To indicate to teachers and students that reading can be enjoyable.
5. To relieve the teachers of responsibility for their non-reciting students while trying out a new method or material with a particular sub-group within the class.

Description:

The team members familiarized themselves with different methods and materials in the Reading Resource Center in the school. (The Reading Resource Center Project is described elsewhere.) They concentrated on service to primary grades. They scheduled themselves into each primary room, showing teachers how to test with Dolch Sight Word tests, group phonics tests, alphabet tests, interest inventories, and an attitude scale.

On the basis of the results of these diagnostic measures, they introduced methods such as a multi-sensory approach to teaching sight words. They also urged the teachers to keep progress charts prominently displayed in the rooms so that children could be alerted to areas in which they needed to put extra effort, and so their success would be visually demonstrated. Reinforcement devices and games were introduced to help the teachers provide alternatives to traditional seat work such as "dittos", which the children do so automatically and with so little transfer to actual reading tasks.

Motivational activities were at a minimum since only half a team was provided at each school; however, the resource teacher brought interesting easy-reading paperback books into each classroom, read to children, encouraged creative writings based on stories read to children and had these printed in the Title I Media Center and made up as books. Each child was presented with a book which included his story. At one school a school newspaper was published by the reading resource teacher. Language experiences, such as field trips, were televised, then language experience stories were developed, dictated, typed by the resource teachers, and presented to the students. The connection between spoken and written forms of language was stressed.

A scope and sequence chart and a correlated notebook were developed to give teachers perspective in regard to skills necessary in order to learn to read. Staff in-service sessions in the two schools were held to interpret the reading project and the role of the resource team.

Team members were involved in several Activity #28 programs. They did most of the testing for the Distar and McGraw Hill Programmed Reading Pilots. They assisted with the Intermediate Reading In-service Sessions and helped with the Reading Aide In-service. These are described elsewhere.

Evaluation:

The data collected in the two schools consisted of pre- and post-testing on Dolch sight word, phonics, alphabet, reading levels, interests, and library usage. The data collection process needs to be refined so that both centers collect the same data. The figures on the tables following seem to indicate that:

1. The teachers are aware of and have used a variety of diagnostic tools to assess their students' reading status. They have diagnosed for sight words, phonics, interests and have learned to use an informal reading inventory.

2. The teachers used a variety of techniques to teach sight words, word analysis and to encourage recording of language experiences. They used a fourteen step approach to sight words, new word analysis techniques, and have broken comprehension into several components so that they can teach specific comprehension skills.

3. Teachers have been introduced to several materials new to them including: games, books, programmed materials, tapes, records, films, and "every-pupil" response materials.

4. Reading to children, book clubs, and awards for reading have all contributed to making reading an enjoyable experience. Availability of many easy-reading attractive paperbacks have contributed to this enjoyment. Records of library usage have been kept. Children have developed

their own materials.

5. The resource teacher instructed non-reciting students so that teachers could try out new methods or materials or diagnostic tools with small groups.

Specific data on each child and each class was not usually available to teachers in the areas of sight words, reading levels, phonics, and interests. It is presented in the charts that follow. This data is being sent back to the schools in graphic form so that the teachers can see where their classes specifically scored in these areas. In one school, for instance, one third grade teacher who insisted on teaching all her students third grade reading was shocked to find that her children were really achieving below this level and that her teaching would have to be adjusted. One teacher taught many more sight words than the others. The others, seeing this graphically portrayed, would hopefully look at her teaching methods. In some areas little growth took place. This warrants some self-evaluation on the part of the teachers involved.

Approaches to the resource task varied. One resource teacher was able to help the teachers incorporate new methods into their repertoires. The other found it necessary to play a mother role, keeping the children to herself. In the latter situation, the classroom teacher was less likely to incorporate the method into her teaching repertoire.

The idea of more than one teacher in the room at one time posed a problem for some traditional minded teachers. They preferred to have someone take out children in need of reading help and those who were behavior problems. We have observed some evidence of teachers' incorporating new teaching techniques into their everyday classroom routines. Teachers who insisted on teaching only from the manual to children, only in tight rows quietly doing ditto sheets for reinforcement, are now using different techniques and materials to teach and to reinforce.

While it was felt that this program had made some impact, there was not sufficient evidence to recommend the expansion of this program. Therefore, additional research will be carried on during the next school year, with appropriate revisions being made in the program.

TABLE I
Dolch Words

LAKE SCHOOL			MONMOUTH PARK SCHOOL		
	Pre	Post		Pre	Post
1st Grade classes		45/133 33%	1st Grade Classes		49/133 36%
		81/133 60%			83/133 62%
		129/133 97%			94/133 70%
Average		85/133 63.8%	Average		75/133 56.4%
2nd Grade Classes	34/133 25.5%	126/204 61.7%	2nd Grade Classes	98/133 73.6%	170/204 83.3%
	57/133 42.8%	101/204 49.5%		99/133 74.4%	171/204 83.8%
	64/133 48.1%	137/204 67.1%		111/133 83.4%	181/204 88.7%
Average	52/133 39%	121/204 59.3%	Average	103/133 77.4%	174/204 85.2%
3rd Grade Classes	103/204 50.4%	150/220 68.1%	3rd Grade Classes	169/204 82.8%	213/220 96.8%
	121/204 59.3%	159/220 72.6%		176/204 86.2%	208/220 94.5%
	134/204 65.6%	142/220 63.6%		198/204 97%	220/220 100%
Average	119/204 58.3%	150/220 68.1%	Average	181/204 88.7%	215/220 97.7%

TABLE II
DOLCH WORDS

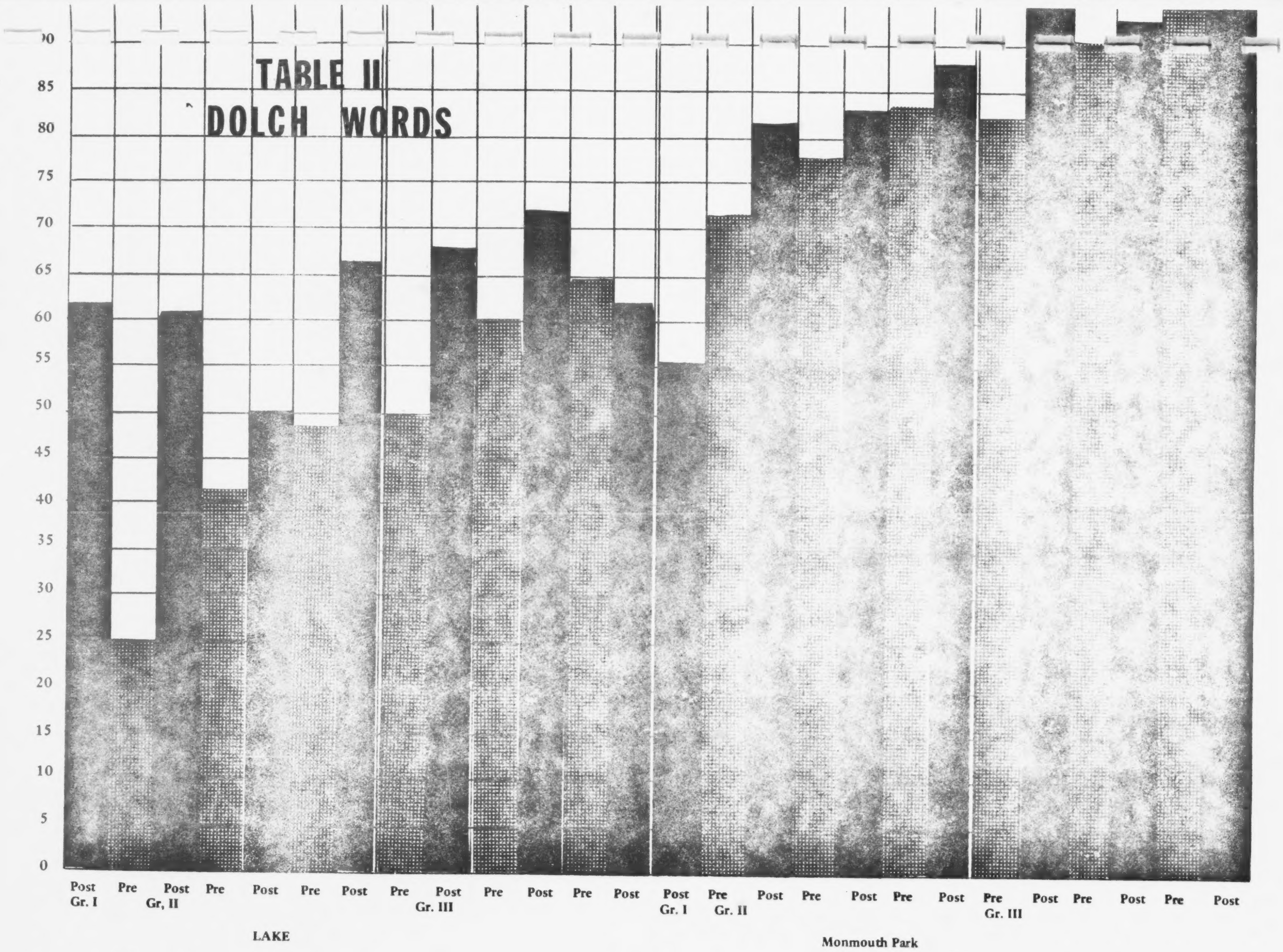


TABLE III
Instructional Level

LAKE SCHOOL				MONMOUTH PARK SCHOOL			
Second Grade		Third Grade		Second Grade		Third Grade	
Pre	Post	Pre	Post	Pre	Post	Pre	Post
pp^2	1	p	1	pp^3	2^2	1	2^2
pp^2	2^1	1	2^2	p	2^2	2^1	3^1
pp^2	1	2^{2*}	2^1	1	2^2	2^2	3^1
First Grade				First Grade			
Pre	Post	Pre	Post	Pre	Post	Pre	Post
	pp^2 pp^3 pp^3						

*Teacher Administered the Pre-Test

TABLE IV
INSTRUCTIONAL LEVEL

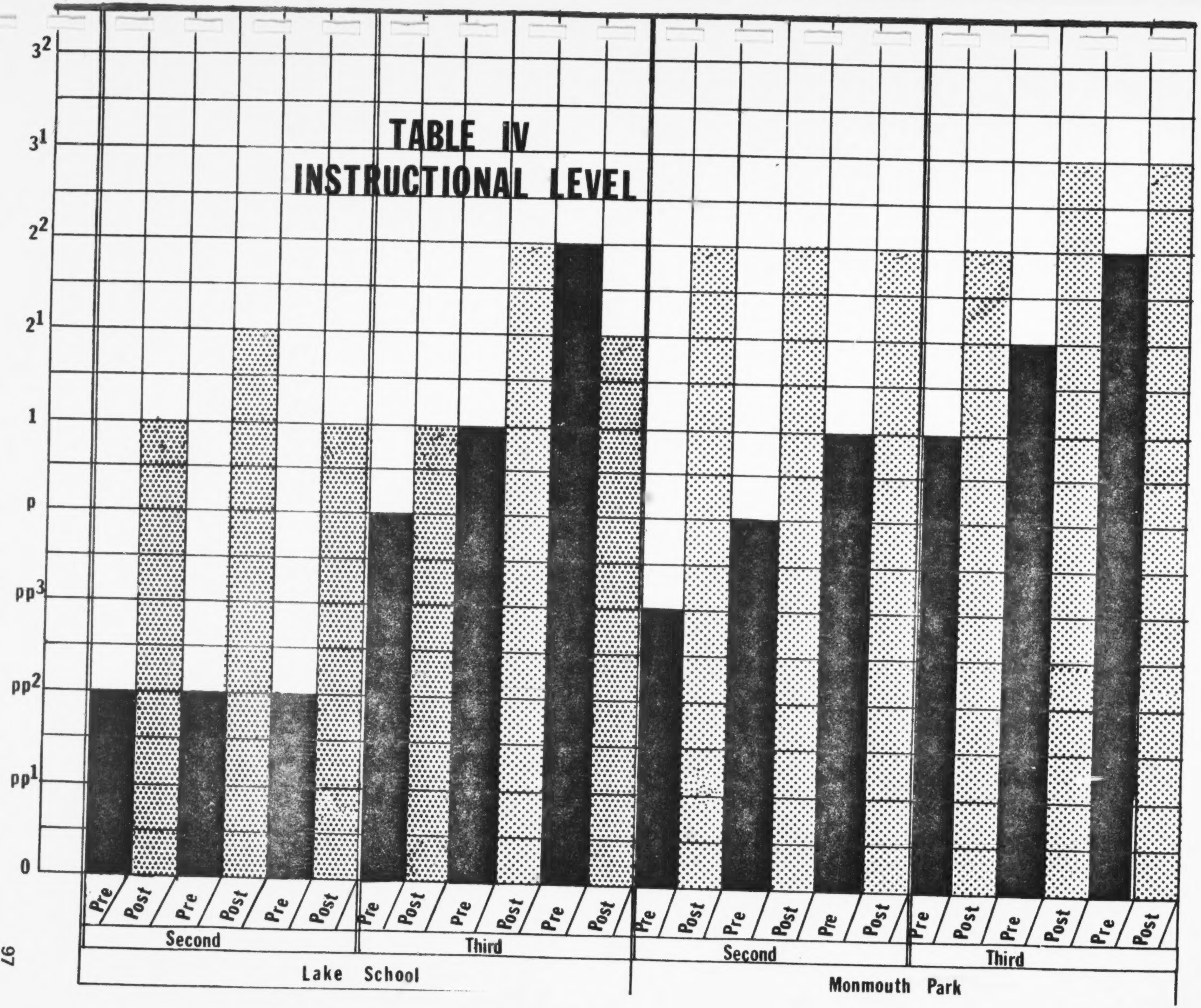


TABLE V
Interest Inventory by School

CATEGORY	LAKE SCHOOL	MONMOUTH PARK	TOTAL
Automobiles	7	87	94
Pioneers		71	71
Inventions	2	81	83
Space Travel	2	91	93
People of Other Lands	3	122	125
Animals	27	143	170
Knights		88	88
Airplanes		99	99
Mystery		99	99
Indians	5	95	100
Fairy Tales	5	122	127
Adventures	4	107	111
Science		129	129
Other Boys and Girls	8	128	136
Sports and Games	12		12
Cowboys	4		4
Trains	1		1
Camping	1		1
Dolls	1		1
Girls	4		4
Babies	1		1
Puppets	1		1
Ghosts	1		1
Circus	1		1

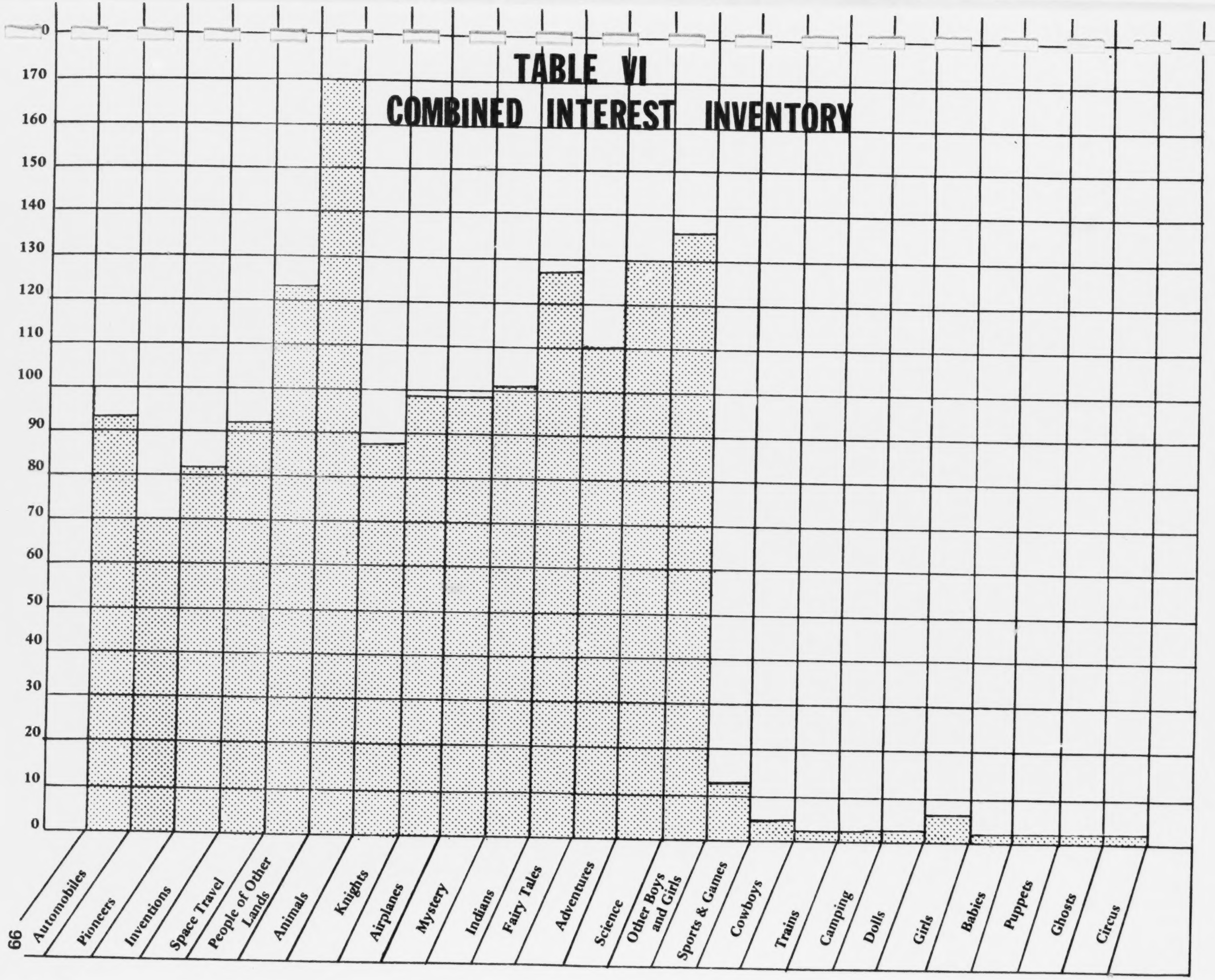


TABLE VI
COMBINED INTEREST INVENTORY

TABLE VII
Consonant Tests

	LAKE			MONMOUTH PARK	
	Pre	Post		Pre	Post
1st Grade Classes		15/16 = 94%			
		13/16 = 81%			
		12/16 = 75%			
Average		13/14 = 81%			
2nd Grade Classes	14/16 = 88%	16/16 = 100%	2nd Grade Classes	13/16 = 81%	14/16 = 88%
	12/16 = 75%	10/16 = 63%		14/16 = 88%	14/16 = 88%
	14/16 = 88%	14/16 = 88%		15/16 = 94%	15/16 = 94%
Average	13/16 = 81%	13/16 = 81%	Average	14/16 = 88%	14/16 = 88%
3rd Grade Classes	15/16 = 94%	12/16 = 75%	3rd Grade Classes	11/16 = 69%	16/16 = 100%
	15/16 = 94%	15/16 = 94%		16/16 = 100%	16/16 = 100%
	15/16 = 94%	16/16 = 100%			
Average	15/16 = 94%	14/16 = 88%	Average	14/16 = 88%	16/16 = 100%

TABLE VIII
Consonant Tests

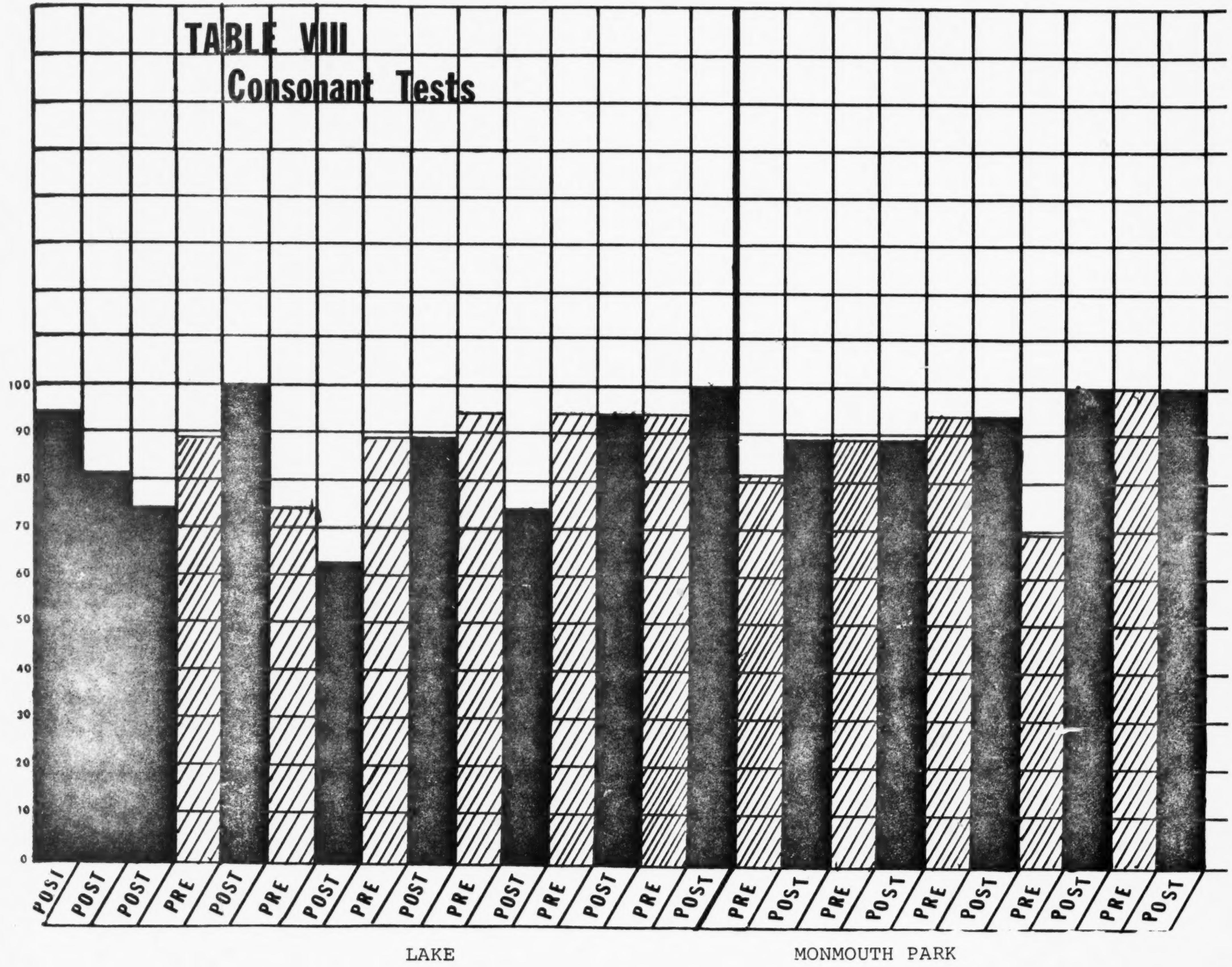


TABLE IX
Monmouth Park Alphabet Test (Post)

Kindergarten		First Grade	
Capital Letters	Small Letters	Capital Letters	Small Letters
19/26 = 73%	17/26 = 65%	20/26 = 77%	20/26 = 77%
22/26 = 85%	20/26 = 77%	23/26 = 88%	25/26 = 96%
		24/26 = 92%	24/26 = 92%
Average 21/26 = 81%	Average 19/26 = 73%	Average 23/26 = 88%	Average 23/26 = 88%

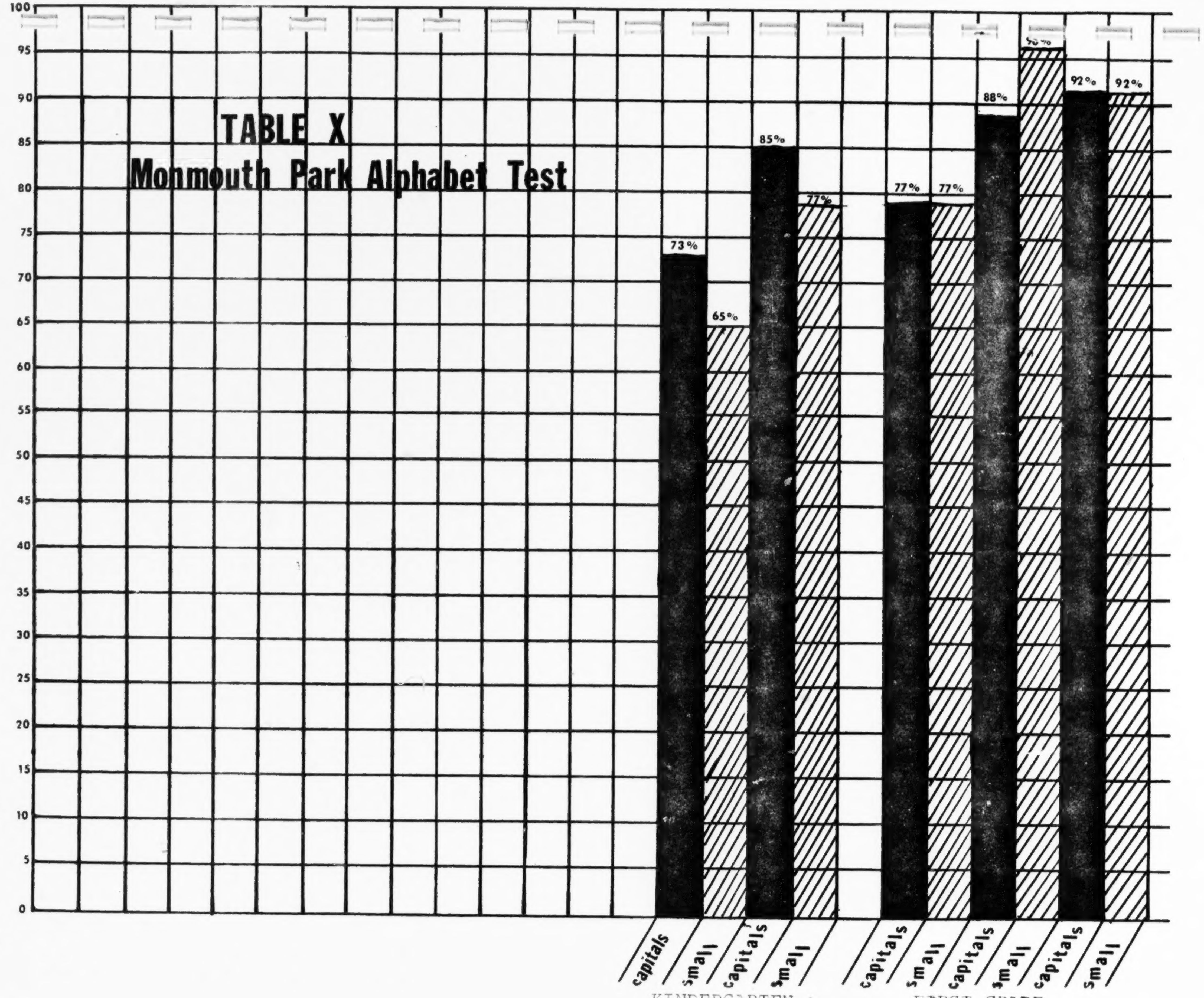


TABLE X
Monmouth Park Alphabet Test

TABLE XI
Monmouth Park Blend Tests

Second Grade				Third Grade			
Pre		Post		Pre		Post	
9/29	30%	14/29	48%	20/29	70%	22/29	76%
14/29	48%	17/29	58%	22/29	76%	19/29	66%
14/29	48%	18/29	62%				
Average		Average		Average		Average	
13/29	44%	17/29	58%	21/29	72%	21/29	72%

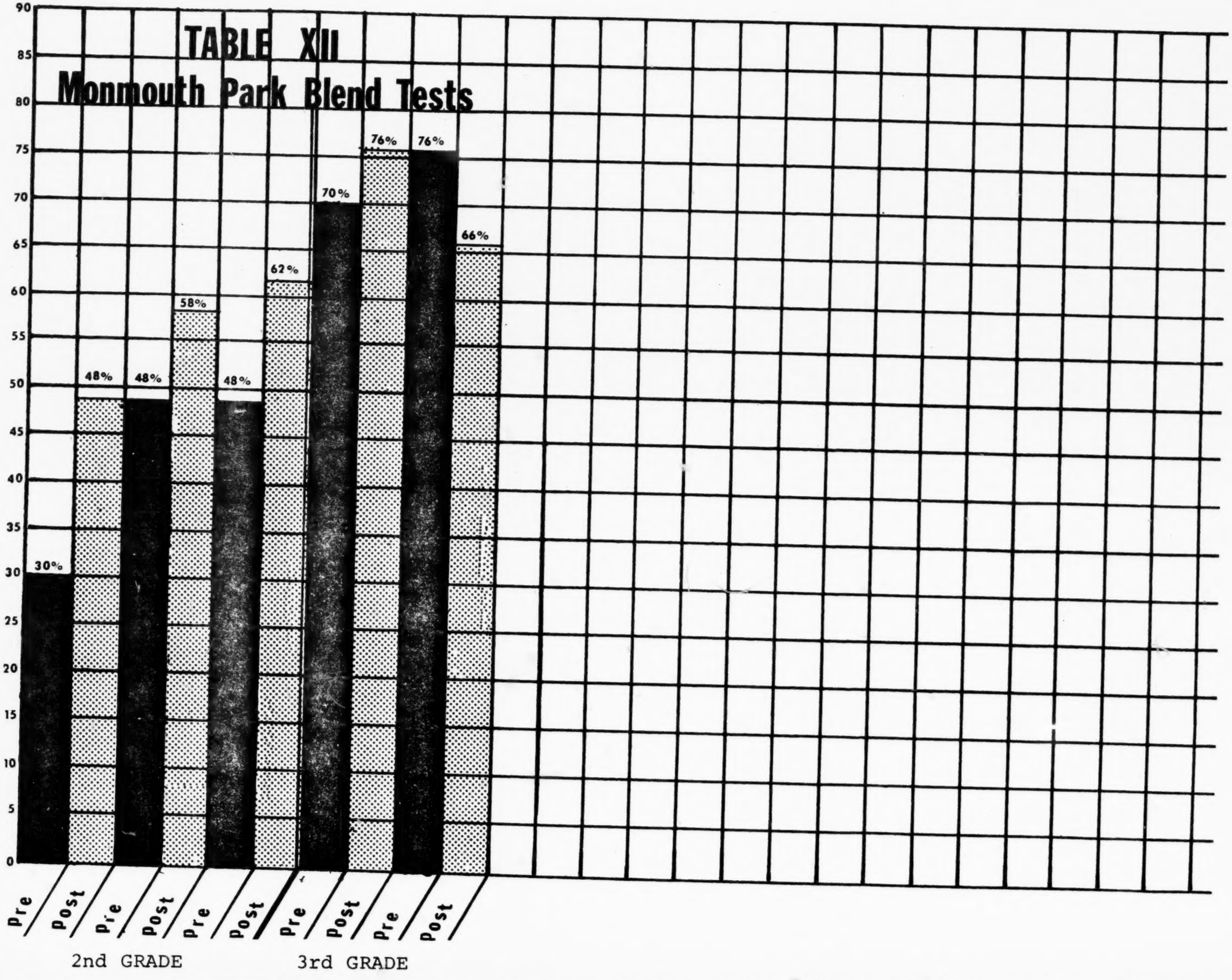


TABLE XII
Monmouth Park Blend Tests

TABLE XIII
Lake School Vowel Sounds Test

PRE			POST		
	Long	Short		Long	Short
1st Grade			1st Grade	3/5 = 60%	2/5 = 40%
				3/5 = 60%	2/5 = 40%
				2/5 = 40%	1/5 = 20%
Average			Average	3/5 = 60%	1/5 = 20%
2nd Grade	3/5 = 60%	2/5 = 40%	2nd Grade	3/5 = 60%	2/5 = 40%
	2/5 = 40%	0/5 = 0%		3/5 = 60%	1/5 = 20%
	2/5 = 40%	0/5 = 0%		3/5 = 60%	1/5 = 20%
Average	1/5 = 20%	½/5 = 13%	Average	3/5 = 60%	1/5 = 20%
3rd Grade	4/5 = 80%	3/5 = 60%	3rd Grade	4/5 = 80%	4/5 = 80%
	2/5 = 40%	1/5 = 20%		3/5 = 60%	2/5 = 40%
	4/5 = 80%	2/5 = 40%		2/5 = 40%	3/5 = 60%
Average	3/5 = 60%	2/5 = 40%	Average	3/5 = 60%	3/5 = 60%

TABLE XIV
Lake School Vowel Sounds Test

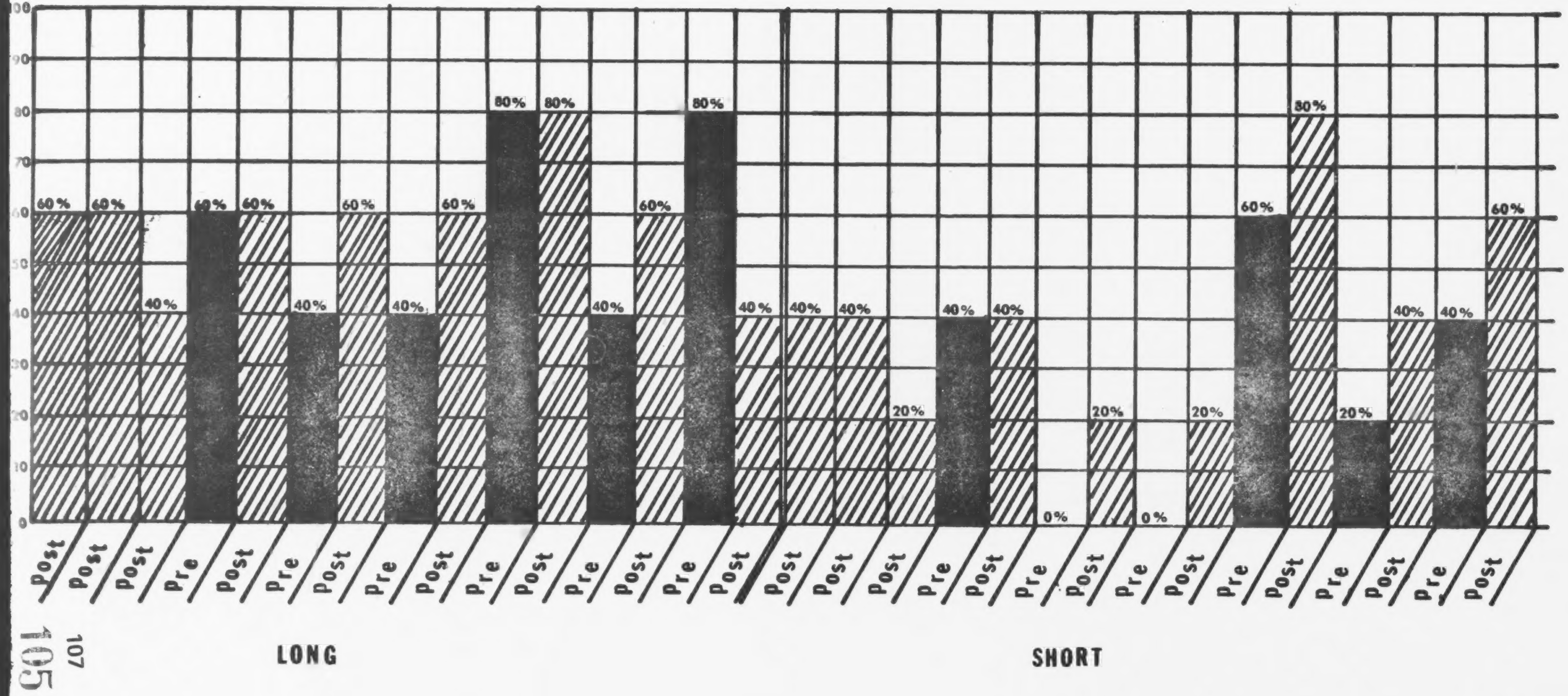


TABLE XV
Library Usage

LAKE SCHOOL				MONMOUTH PARK SCHOOL			
Year	Circulation	Membership	Average	Year	Circulation	Membership	Average
1969	8935	362	24	1969	20,357	545	37
1970	7979	317	25	1970	24,064	566	42
Paperbacks from R.R.C.	117		25.5		747		43

Description:

Seventeen women were selected and trained as aides. Fifteen were used in classrooms, one in each of the fifteen Title I elementary schools and two were in charge of checking out and keeping track of the materials in the reading resource centers at Lake and Monmouth Park Schools.

The aide worked within the classroom to help the teacher individualize reading instruction. She worked with individuals or small groups. The teacher acted as diagnostician, checking the area of a child's need on a checklist. The aide helped the teacher work with the needs of the child, based on what she was assigned from the student's checklist.

Training took place the week of November 3rd at Lake School. The consultant conducted the sessions, and the two resource team members acted as assistants. The training lasted five days. The areas of concentration were: oral reading, sight words, comprehension, and word analysis. Discussions were also held on the role of the aide in interpreting the school to the community, the nature of confidential information, and working with the teacher.

Teaching aids were constructed, such as Dolch cards, by group members. Use of audio-visual equipment was taught, including use of the tape recorder, film strip projector, record player and overhead projector. Reading games were demonstrated.

The connection between spoken and written forms of the language was stressed. The group had an experience, then wrote a language experience story. This connection between forms of the English language is vital in teaching disadvantaged children to read. Comprehension exercises were then constructed, using the story written by the group as the basis for them.

Guidelines for use of Reading Aides were drawn up and distributed to the principals. The principals were oriented to use of the Reading Aides at a Title I principals' meeting. They were asked to provide placement for the aides and alerted to the date of their arrival at the schools.

In-service meetings were held every other Friday afternoon at the Lake or Monmouth Park Reading Resource Centers. Problems were discussed, and new methods and materials were introduced.

The following were Reading Aide special activities:

10/31/69 - Radio KIOS--The Consultant Discussed Reading Aide Program
1/28/70 - All Aides Participated in the VAIR (Volunteer Aides in Reading) Fair at Belle Ryan School
2/6/70 - Radio KIOS--Reading Aide, Teacher, and Consultant

discussed Reading Aide Program

2/26/70	-	Three Aides took part in the School-Community Advisory Committee meeting at Lake School
4/21/70	-	Two Reading Aides took part in ETV Reading Program, "Your Child and Reading"
5/1/70 & 5/2/70	-	Three Aides took part in Metropolitan Reading Council panel on "Working with Aides in the Classroom." Registration fees for 12 aides were paid by Title I. 12 @ $5.00--$60.00

Out of the original group of 17, two left almost immediately. These women were replaced and their replacements are still on the job. Three additional resignations were received about the middle of the year and their replacements are still on the job. One more aide will resign in September to enroll in the College of Teacher Education at the University of Nebraska at Omaha.

One of the dividends accrued from having the aides meet for in-service training sessions at the Title I Reading Resource Centers was that the aides became very familiar with the materials. They carried materials back and forth for their school staffs, as well as for their own use.

Evaluation:

From the aides' self-evaluation checklists, the following conclusions are drawn:

Most Aides:

(1) Think they do a satisfactory job.

(2) Are involved in and enjoy:
  a. Small group activities.
  b. Preparing environment, including materials, supplies and learning centers.

(3) Least enjoy working with large groups of students.

(4) Would like their duties clarified to teachers.

(5) Would like to be included in their schools planning activities.

(6) Feel good about working facilities and working hours.

(7) Need a place to call their own for storage of personal belongings.

(8) Feel at ease in their positions on their school staff and in the Reading Aide group.

From the Teachers' Aide Evaluation Checklists, administered in January and again in May, the following conclusions can be drawn:

(1) The great majority of respondents rated the aides as excellent. None were rated poor.

(2) Beneficial aspects to children having a reading aide were:
   a. Individual help.
   b. Improved self-concept.
   c. Improved reading skill.

(3) Drawbacks of having a reading aide were:
   a. Scheduling problems.
   b. Overcrowding and too much noise in the room.

(4) Aides spent from 60% to 100% of their time working with teacher and children.

From reports of principals, teachers and community people, the Reading Aide Program seems to be a solid success. It was stated previously that the aide was to teach to the needs of the child, based on what she was assigned on the checklist. In fact, she did more than this. The individual attention in itself helped many children achieve and feel important.

GUIDELINES FOR USE OF PARAPROFESSIONALS IN THE CLASSROOM

Suggested Activity:

The entire school staff should discuss the aide program before the aide appears on the scene.

The filmstrip, "I am a Teacher Aide", would be useful here. Open discussion should take place to air feelings about having paraprofessionals in the room. In education today it is recognized that many different kinds of help should be available to the teacher and the child. The idea that a teacher's room is her castle is no longer tenable. Many activities can and should be going on simultaneously in the classroom. The aide may make possible the highly desirable objective of working with children on a more individual basis. The noise level in the classroom may be increased, but research shows the learning level increases also when different activities are taking place at one time.

Use of paraprofessionals places a new responsibility on the professional staff, but aides effectually trained and assigned can be of invaluable assistance to the teacher. The aides should know in what room they will serve and for what period of time, so they can become accustomed to the teachers' wishes and students' needs. This does not mean that the schedule must remain the same for the entire year, but stability in the aides' duties is important.

For the Teacher:

1. The teacher, in planning her lesson and diagnosing reading problems, should at the same time plan for what the aide will do with each student. A checklist, which includes the areas in which the aides are competent, should be used by all teachers in planning for what the aide will do. When the aide has completed the assignment with the child, this checklist should be returned to the teacher. Copies of the checklist are given to aides during training.

2. The teachers and aides should plan to meet on a regular basis, at least once a week, to discuss their activities.

3. Under no circumstances should the aide be sent to a teacher who is not prepared to involve her in classroom work.

4. Under no circumstances should a teacher turn a child over to an aide saying, "He needs help in reading." The assignment to the aide should be definite and on the checklist. The assignment may take the aide a day, a week, or longer depending on the type of problem the child has. Usually daily planning sessions are not necessary.

5. If the aide and the teacher are having difficulty it is suggested that a meeting be held including the teacher, the aide, the principal and the program consultant. In this way,

problems may be dealt with openly and the participants will be privy to same information.

6. The teacher should understand that the aide is attempting to find herself in an entirely new context. It is suggested that the teachers try to be supportive and tolerant, while at the same time seeing to it that the aide works toward giving the kind of help the teacher has been led to expect.

For the Aide:

1. The aide is expected to arrive on time and stay the complete day.
    a. If an emergency should arise, the principal should be notified before 7:30 a.m. that the aide will not be at work.
2. The aide is to be assigned to not more than three teachers.
3. The aide is responsible to the teacher.
    a. The teacher decides on the aide's assignments.
    b. The aide is obligated to carry them out.
4. In case of friction or misunderstandings that cannot be resolved by the aide, teacher or principal, any of the above mentioned individuals may request a joint conference with the consultant in order to settle differences.
5. The aide should strive to develop a positive attitude toward working with the teachers.
6. The aide can be expected to:
    a. Work with an individual child or small group in the areas of:
        1. Testing and tutoring children in the area of sight words.
        2. Diagnosis and skills work in the area of word analysis.
        3. Oral reading for diagnosis and for pleasure.
        4. Comprehension skill, including main idea, significant detail, sequence of events, inference and vocabulary.
    b. Go with the class on a trip.
    c. Work in the areas related to reading such as language arts or study skills.
7. The aide will not be expected to:
    a. Maintain discipline for the entire class.
    b. Attempt to teach the entire class.

  - c. Do clerical work.
  - d. Work with groups out of the teacher's sight.

8. The aide is a link to the community.
  - a. The aide can interpret the school's broad problems and successes in the community.
    1. An individual child's problems, however, should not be discussed outside the classroom. This is confidential information.
    2. Caution should be exercised in discussing the schools' problems so that they won't be misinterpreted in the neighborhood.
  - b. The aide can, in a tactful way, interpret for school staff the feelings of the community as she sees them, when this kind of interpretation is called for.

OMAHA PUBLIC SCHOOLS VOLUNTEER READING ASSISTANCE PROGRAM

Checklist for Observed Reading Difficulties

Child's Name ______________________ Grade ____________

Estimated Reading Level ______________

Classroom Teacher ____________________ Date ____________

Aide ______________________________ Date ____________

DIRECTIONS

Classroom Teacher:

The classroom teacher should place an "X" in the box on the left, the Classroom Teacher's Checklist, to indicate those skills in which the child is deficient.

The first box on the right, under the Aide's Checklist, indicates areas in which the volunteer has received training in the Volunteer Training Program used by the Central Reading Clinic.

The second box on the far right, under the Aide's Checklist should be marked with an "X" as the deficiency is eliminated.

The teacher and aide should periodically confer with one another using this checklist as a guide to determine carryover to the classroom.

CLASSROOM TEACHER'S CHECKLIST			AIDE'S CHECKLIST	
		SIGHT WORDS (Is there...)		
1.	☐	Confusion among letters (b, d; n, u; p, g; etc.)	☐	☐
2.	☐	Reversal of letters within the word (saw, was)	☐	☐
3.	☐	Quick recognition of basic sight words	☐	☐

WORD ANALYSIS

(Does he....)

4.	☐	Recognize initial consonant	☐	☐
5.	☐	Recognize common parts of words	☐	☐
6.	☐	Demonstrate ability to blend word parts, use various vowel sounds, and employ context blend	☐	☐
7.	☐	Recognize compound words	☐	☐
8.	☐	Recognize root words, prefixes, suffixes	☐	☐
9.	☐	Recognize syllables	☐	☐

ORAL READING

10.	☐	Read word-by-word	☐	☐
11.	☐	Hesitate or repeat words and/or phrases	☐	☐
12.	☐	Omit words and/or phrases	☐	☐
13.	☐	Lose place	☐	☐
14.	☐	Enunciate poorly	☐	☐
15.	☐	Point to words	☐	☐
16.	☐	Attempt to sound out words	☐	☐
17.	☐	Interpret punctuation	☐	☐
18.	☐	Substitute words or letters and interesting presentation	☐	☐
19.	☐	Have adequate voice pitch	☐	☐
20.	☐	Use satisfactory rate	☐	☐
21.	☐	Locate and remember information	☐	☐

Evaluation of the Reading Aide Program

Grade ____________________

Date ____________________

1. Rate the effectiveness of the Reading Aide program in your present organizational set up:

Poor   Fair   Good   Excellent

2. Estimate the % of time your R.A. performs the following tasks:

   Clerical ________________ Housekeeping ____________________

   Para. Prof. (supv., etc.) __________________________________

3. What are the beneficial aspects of having a R.A.?

4. What are the drawbacks of having a R.A.?

INTERMEDIATE IN-SERVICE READING WORKSHOPS

Background:

Two in-service reading workshops for intermediate level teachers were held in February and March. It was planned that a kit of the materials similar to the primary kit would be given to each participant. Faculty consisted of Ethelind Garetz, workshop lead teacher, aided by Lorraine Cunningham and Twila Bogner. Each group consisted of 19 teachers. Every school in the Title I area was represented, and each person was asked to carry the workshop information back to his school. When the kits are given out, each recipient will be asked to explain his kit to his school staff. Each participant received a loose-leaf notebook. The groups each met for three two-hour sessions.

Since it was felt that intermediate level teachers are deficient in many primary level reading skills, and that they do not have an organizational plan or model to which to refer the students who experience difficulty unlocking unknown words, effort was concentrated on review of skills and organization of instruction.

Description:

The first session was devoted to diagnosis and grouping. The participants were introduced to several kinds of diagnostic tools, both individual and group. Participants were given an assignment which involved making a grouping chart based on information they now had about diagnosis. The areas of sight words, phonics, and comprehension were stressed. The diagnostic tools consisted of the following: alphabet tests, group phonic tests, individual phonics tests, informal reading inventory, and concept of reading tests. The participants had to give each other the tests in order to become familiar with them. Several useful grouping forms were submitted and will be included in the notebook. The diagnostic forms were also included in this notebook.

The second session was devoted to sight words and the six-step approach to unlocking new words. A fourteen step multi-sensory approach to the teaching of sight words developed by the Central Reading Clinic Staff was introduced. Participants then tried this out on each other in order to familiarize themselves with this method. Following this, the model for unlocking new words was introduced. The group had to go through the six-step approach in order to unlock new words. Review of phonic generalizations was necessary in order to familiarize teachers with this method. The "Cloze" procedure was used to show teachers one method of teaching use of context.

The six-step approach to new words consists of the following:
1. Check for context. 2. Look to see if the word is a compound word. 3. Look for prefixes, suffixes and root words. 4. Determine how many vowels the word has. The number of vowels determines the number of syllables. 5. Break the word into syllables.

6. Apply pronunciation generalizations to the syllables in order to sound out the word.

The final session involved the use of a language experience approach to get at specific comprehension skills. The classes made butter, wrote up the experience, developing vocabulary on the way, then located various aspects of comprehension in their own story. Critical reading skills were discussed also. This session finished with a quick survey of various reading games. The final assignment was to make a transparency for teaching some aspect of the workshop to students.

Evaluation:

Participants were asked to evaluate the sessions as follows: They were to write anonymously what they liked about the workshop, what they didn't like, and what they would recommend for future workshops.

These are the aspects of the workshops that the teachers liked:

1) Informality.
2) Information on diagnosis.
3) Language experience.
4) Practical, constructive ideas for the classroom.
5) Sharing ideas with others who have similar problems.
6) Getting the help from the notebook.
7) Lab experiences.
8) The organized step-by-step process of teaching reading.
9) The importance of individualization.
10) A refresher course.
11) Convenient class time. (that is Saturday morning).
12) Getting the kit.

The thing liked most by teachers was getting practical, constructive ideas for the classroom.

The following were dislikes about the workshop:

1) Some would have liked smaller groups.
2) Most of the participants said that nothing was wrong with the workshop.
3) Some would have liked more sessions.
4) More time to try out games.
5) One felt they were given some generalizations without specific help.
6) One felt that it was too informal.
7) One did not like the lab approach.
8) One would have preferred an outside consultant.

By and large, there were very few items that were listed by participants as being things they had disliked about the sessions.

Recommendations:

For the future these are the following recommendations:

1) More such meetings so they could try out the suggestions in class and discuss them back in the workshop.
2) Time to make reading aids and games.
3) More such workshops covering these and other areas in reading.
4) More sharing of ideas.
5) More help in comprehension.
6) A workshop with individualized reading.
7) Help with specific materials that would extend the work in the basal readers.
8) Live children to work with in the workshop.
9) Similar workshops for new and old teachers at the mid-term and fall conferences (or released time for such workshops).
10) Help with classroom management including seat work, grouping, scheduling activities, and discipline.
11) Have administrators come to see what was being done at the workshop.
12) Have more demonstrations of specific methods in the workshop.
13) Have each teacher teach an area and evaluate her teaching in the workshop.
14) Have classroom demonstrations to observe.

The recommendation most frequently made by teachers was that we have more such workshops covering these and other areas in reading. It would seem that the workshop satisfied many of the reading needs of intermediate teachers in that it reviewed phonics, sight and comprehension skills and gave the teachers an organizational model for teaching the application of the skills.

The workshop did not touch in two areas of need. One was how to arrange a classroom physically so as to satisfy the teacher's needs to individualize instruction without loss of control. The second area of need was indicated by the poorly executed assignment on the preparation of teaching transparencies. This seemed to indicate the teachers were unable to prepare the transparencies in line with the development of behavioral objectives in the teaching of reading.

A follow-up reactionnaire was administered two months later to workshop participants. The overwhelming majority of respondents rated the workshop favorably in all areas listed. The reactionnaire response was unsigned and uncoded so that the participants would feel free to frankly evaluate various aspects of the sessions. They were further asked to make recommendations for future in-service sessions. Their responses were essentially the same as they were at the end of the workshops in February and March.

INTERMEDIATE TITLE I READING WORKSHOP REACTIONNAIRE

Two months have passed since you were involved in the reading workshop. Would you please react to the workshop on this form? Indicate your response by placing an "x" at the appropriate level on the continuum. This will help us develop more meaningful future in-service activities.

PLEASE INDICATE THE DEGREE TO WHICH THE WORKSHOP HELPED YOU:

	Excellent	Good	Fair	Poor	No Response
1. Diagnose reading difficulties:	16	14			1
2. Individualize your reading instruction:	12	17			2
3. Group for reading instruction:	8	21			1
4. Acquaint yourself with different materials for reading instruction:	20	8	2		1
5. Please rate the degree to which the model of the Six-Step Approach helped you teach reading:	12	6	3		
6. Please rate the manner in which the reading workshop was conducted:	22	8	2		

YOUR SUGGESTIONS FOR FUTURE IN-SERVICE SESSIONS ARE SOLICITED:

Intermediate Kit Materials

Publisher	Title
Barnell Loft, LTD	Following Directions
Barnell Loft, LTD	Getting the Facts
Barnell Loft, LTD	Locating the Answers
Barnell Loft, LTD	Using Context
Barnell Loft, LTD	Working with Sounds (A, B, C and D)
Book-Lab, Inc.	Guidelines to Teaching Remedial Reading to the Disadvantaged
Continental Press, Inc., The	Reading Exercises in Negro History
Charles E. Merrill Publishing Co.	Uncle Ben
Charles E. Merrill Publishing Co.	Uncle Funny Bunny
Educational Service	Spice
Follett Educational Corporation	Spelling and Writing Patterns (b, c and d)
McGraw-Hill Book Co., Webster Div.	Conquests in Reading
McGraw-Hill Book Co., Webster Div.	Reading Clues
Modern Curriculum Press	Phonics is Fun (Books 1, 2 and 3)
Science Research Associates, Inc.	Cracking the Code Reader
Science Research Associates, Inc.	Student Workbook
Science Research Associates, Inc.	Teacher's Guide
Teachers College Press	Learning About Words
Teachers College Press	More Ways to Read Words
Teachers College Press	Ways to Read Words
Teachers College Press	Standard Test Lessons in Reading (A, B, C, D
Title I	It's in the Bag

Teacher made transparencies with frames

Background:

Part of the idea of the Activity 28 team approach to reading involved the establishment of Reading Resource Centers so that teachers could have a bank of materials to draw on in order to individualize reading instruction. Further, it was reasoned that it would be easier for the resource teachers to gain entrée into the classrooms if they had something concrete to show. It was hoped that later, or interspersed with new materials, new methods of teaching reading could be introduced to the traditional classrooms.

Description:

The consultant previewed many methods and materials so that teachers might make the most appropriate decisions on materials and methods. Teachers in the two schools in which there were programs were consulted. It was decided to put heavy emphasis on readiness materials.

The head librarian was consulted several times for advice on methods of keeping track of materials. Some thought was also given to the possibility that the Title I Reading Resource Centers might eventually be a part of the library, making the library into a learning resource center; however, this idea was not put into practice at this time. The head librarian was also brought in to speak to the two Resource Aides.

A listing of materials and their circulation is attached at the end of this report. The Readiness Materials and the easy reading books are by far the most popular materials. It would seem to endorse the rationale stated at the beginning of this report. Basal readers which were ordered before this consultant took over the position found very little circulation.

Inventory of Lake School Resource Center

Publisher	Title
American Book Company	*** Dandy Dog See and Say Series (Books with records to tell the story & when to turn the pages. Easiest.)
Appleton Century Crofts	** Concept Board
	Language Lotto
Bank Street	Readiness Materials
	Teacher's Guide
	** Workbooks
	Readiness Experiences
	Bank Street Word Cards
	Charts
	Early Childhood Discovery Materials
	** On The Farm
	** In The Park
	** In The Clinic
	** Playing In The Playstreet
	** By the Tall Houses
	** At the Supermarket
	** In the Big Store
	** At School
	** Whole-Part Puzzles
	** See Through Games
Benefic Press	** Loud and Clear
	** Glad Sounds
	** Say & Hear
	** Happy Sounds
Dexter & Westbrook LTD	** Riddle Riddle Ryme Time (A & B)
	** Pronoun Parade (A)
	** Initial Consonants (A)
	** Initial Blends & Diagraphs
	** We Read Sentences
	A-1 25-50 Words
	A-2 75-100 Words
	A-3 125-150 Words
	A-4 175-225 Words
	** Sequent-a-Sets (Kit A)
	** We Study Word Shapes
	** Time for Sounds
Encyclopedia Britannica	* Language Experience Teachers Resource Book
Follett	*** Just Beginning to Read (Small pre-primer reading vocabulary).
	*** Beginning to Read (Interest first, in easy-to-read vocabulary).
	*** Junior Listen and Hear Books

Publisher	Title
Ginn & Co. Reading	** Seven is Magic (Level 6, Books, teacher's manual and skills handbooks.)
	** My Sound & Word Book (Level 2, books, teacher's manual and skills handbooks.)
	** May I Come In ?,(Level 5, books, teacher's manual and skills handbooks.)
	** A Duck is a Duck,(Level 3, books, teacher's manual and skills handbooks.)
	** Helicopters & Gingerbread (Level 4, books, teacher's manual and skills handbooks.)
	** The Dog Next Door (Level 7, books, teacher's manual and skills handbooks.)
	How Is It Nowadays (Level 8, books, teacher's manual and skills handbooks.)
	With Skies and Wings (Level 9, books, teacher's manual and skills handbooks.)
	** All Sorts of Things (Level 10, books, teacher's manuals and skills handbooks.)
	GINN WORD ENRICHMENT PROGRAM (GWEP)
	* Look & Listen (Level 1, Book 1)
	* Vowels and Varients (Level 4, books)
	More Vowels and Varients (Level 5, books)
	Sounds and Syllables (Level 5, books)
	Working with Words (Level 7, books)
	Consonant Sounds and Symbols (Level 2, books)
Grosset and Dunlap	*** Early Start Pre-School (Easiest)
	** Easy Reader
Harcourt-Brace, Inc.	** Speech to Print Phonics
	Phonics Practice Program
Imperial Productions	* Primary Reading Program (Lessons 1 thru 40) with tapes.
	*** Learning the Alphabet and Its Sounds with Amos and His Friends
Instructo	Stepping Stones
	** Lower Case Alphabet
	** Capitols-Alphabet
Lyons & Carnahan Inc.	** The Curriculum Motivation Series (From primer up to easy fourth.)
	* Pacesetters in Personnel Reading. Encourages children to become independent, enthusiastic readers.
	* Kit A. Spelling and Learning Games
	Patch Match - Short vowel sounds.
	Sound Hound - Final consonant sounds.
	Snail Tail - Beginning consonant sounds.
	Scat Cat - Word building pattern application.
	* Kit B. Spelling and Learning Games
	Stick to it - Short & Long Vowel sounds
	Glad Lad - Word patterns; consonant substitution.

Publisher		Title
		Spin & Win - Short vowel sounds.
		Fat Cat - Beginning & final consonant sounds.
		Phonics - We use learning game kits
		Diagraph Whirl
		Spin Hard, Spin Soft
		Full House
		Syllable Count
		Bingobang
		Diagraph Hopscotch
McGraw-Hill & Sullivan	**	Readers 1 thru 7
	*	Filmstrips 1 thru 7
	***	Programmed Reading Tests for Books 1 thru 7
		The Pre-reader 1 & 2
	*	Programmed Reading Word Cards
	*	Teacher's Guide
	*	Tests for Books 1 thru 7
Playskool	**	Shapes Lotto
	**	Whole Part-Whole Puzzle
	**	Great Triangle Game Board
	***	Magnetic Spelling Board
Random House	**	Bright & Early Books
	**	Early Bird Books (Easy to Read)
	*	Step-Up (A little harder, bigger print, lots of illustrations.)
	*	I Can Read All by Myself (Using between 150-195 different easy words)
	***	Sights & Sounds (Books with tapes to allow children to follow words and turn pages)
Scholastic Book Series	***	Paper Backs (A library of 500 assorted short stories.)
Scott Foresman Co.		Starter Concept Cards (Teacher's manual cards, & skills handbooks.)
	**	Ready to Roll Book 1, part 1
	*	Rolling Along Book 1, part 2
	*	More Power book 2, part 1
	*	Moving Ahead Book 2, part 2
		Splendid Journey Book 3, part 1
		Speeding Away Book 3, part 2
	***	1st. Talking Alphabet
	***	1st. Talking Dup. Masters
	***	Match and Check Sets 1-5 (Five charts in each box.)
	*	Linguistic Block Series
Teaching Resources	**	Flip & Build
	**	Concept Clocks in Color
	**	Configuration Cards
	**	Large Form Puzzles
	**	Small Form Puzzles

Publisher	Title
	* See & Say Puzzle Cards
	* Ordinal Placement Board
	** Geometric Shapes In Color
	* Association Cards
Touch, Incorporated	* Beaded Alphabet

Circulated less than five times *

Circulated five to ten times **

Circulated more than ten times ***

INDIVIDUALIZED READING

Background:

As conceived by the consultant, two classes instituted individualized reading programs, using a great variety of reading materials on many levels. Two principals were asked to recommend teachers for this program. Then, on their recommendation, two teachers, familiar enough with the reading process so that they did not need to rely on a basal series with its manual, were approached to see if they would be interested in trying such a program. They were eager to do so, and the books were ordered. The books did not arrive until December and by that time one of the teachers had had her reading program changed by her supervisor so that there was a question as to whether this approach would be feasible for her class. The principal was consulted and he said he wanted the teacher to have this program. The books were sent out, but when the consultant called about a month later, to see how things were going, the teacher apologetically told her that the principal had told her not to unpack the books, she wouldn't be using the program. The consultant picked up the books and arranged for another teacher who had asked for an individualized reading program to have them.

Several meetings were held at Howard Kennedy School with the prospective teachers and supervisory staff prior to the introduction of these programs into the classrooms. Reference materials were handed out at the first meeting. Mr. Dave Keller from Scholastic Press explained the Individualized Reading Kit to the group at the third meeting.

Description:

The programs were instituted in January at Howard Kennedy School in Harvey Gilbert's 4th grade class, and in March at Franklin School in Ruth Champlins' 4th grade class. A listing of the books is attached.

In March, three individualized reading kits which had been ordered from Scholastic Press arrived and this program was instituted in Lothrop School classes with Betty Auten and Joan Grofthoff, and in one Howard Kennedy class with Helen Patterson. The consultant visited the classes and found the Lothrop classes well into the materials. Mrs. Patterson had only used her materials for free reading. As the consultant visited the original classes, Mrs. Champlin appeared to have a well-structured, productive program. Mrs. Norma Jackson, intermediate supervisor, voiced concern over the lack of structure in Mr. Gilbert's program. When the consultant visited Mr. Gilbert's classroom, she had the same impression as Mrs. Jackson. She offered to help him set up some interest centers in his classroom. He declined the help but put more effort into making his classroom more interesting and instructive.

Evaluation:

Evaluation using standardized tests was only made on the first two programs at Howard Kennedy and Franklin. The classes using the Scholastic Individualized Reading Kits were not formally evaluated. Too much stock cannot be placed on the test results from the classes at Kennedy and Franklin since the materials were not used for a long enough period and were used longer at Kennedy than at Franklin. The Franklin teacher had used the basal and Random House Pacemaker at the beginning of the year. The Kennedy class had only used the basal. Also no control groups were identified and tested. Based on the pre and post testing with the Stanford Diagnostic Reading Tests administered in September and May, the following conclusions may be drawn:

1) Kennedy:
   The class improved in all sub-tests on the SDRT, especially on the Vocabulary and Beginning and Ending Sounds sub-tests. On these two sub-tests, approximately 50% of the class scored in the average range on the post test after having had no scores in this range on the pre test. Very few children were able to completely master any of the skills but many made significant progress on several sub-tests.

2) Franklin:
   The class made its greatest progress on the Comprehension and Vocabulary sub-tests. This would suggest that many members of the class were applying their reading skills to the reading task and were mastering the skills in these two areas of the test. The class was also strong in Beginning and Ending Sounds, scoring six of nineteen in the above average range on the post test after having zero of nineteen on the pre test. There were few changes in stanines on the remaining sub-tests (Auditory Discrimination, Syllabication, Blending and Sound Discrimination).

Teacher Reaction:

All of the teachers who used this approach were enthusiastic about it. They reported sharp increases in motiviation to learn.

1) Increase in number of books read.
2) Increased motivation to participate.
3) Easier to teach reading with no non-reciting groups to worry about--all others were reading or doing individual work.
4) Increase in teacher enthusiasm.
5) Children could relax and learn at own rate, not worry about their status in the class.
6) Easier to devote more time to reading.

It is too soon to say that individualized reading is an unqualified success; however, we have seen increased enthusiasm on the part of teachers and students. Also, the variety and amount of reading has increased. If the teachers use this approach next year, and they have asked to do so, it will be possible to do a more thorough and meaningful evaluation of this program.

BOOKS PLACED IN TWO CLASSROOMS FOR INDIVIDUALIZED READING PROGRAMS

Follett Educational Corporation	
Just Beginning to Read Books	58
Beginning to Read Books	
Educational Reading Service, Inc.	
First Encounters Library	65
The Negro In America	
The City Is My Home	
Scholastic Press	
Readers' Choice Library	533
Random House	
Beginner Books	81
Step-Up Books	
Bright and Early Books	
Benefic Press	
Happy Sounds	16
Glad Sounds	
Say and Hear	
Loud and Clear	
Magazines	
Ranger Rick's Nature Magazine (Others will be added)	
Lyons and Carnahan	
Curriculum Motivation Series	6
Total	759

PROJECT TITLE: DISTAR READING I:

An Instructional System (Englemann and Bruner) Science Research Associates

Description:

This project was designed to help two selected first grade classes make up deficits in reading readiness and go on to begin to learn to read. It was then expected that by next year they will be able to go into a basal to commensurate with their grade level and be successful.

Objectives:

The children will make up readiness deficits and then go on to learn to read.

A. The student will understand the language of instruction.

B. The student will be able to select and discriminate between sounds, including rhyming sounds.

C. The student will be able to arrange things in sequential order.

D. The student will be able to look at words as a series of sounds and then put the sounds together to form a word.

Why is this project necessary?

1. It has been predicted by their readiness tests that many of our first grade children will have difficulty in learning to read.
2. Our achievement tests in the target area indicate a widespread deficit in the skills that make up reading achievement.

Distar Reading Pilot Program

Background:

As a result of the consultant's discussions with Mr. Ronald Meyer of the Central Reading Clinic and Robert Davis, Director of Title I, Siegfried Englemann's Distar Reading Program was experimentally tried in two Title I schools.

The Title I teachers and schools selected were:

Lothrop - Berniece Pfeifer*
O'Dell Galvin

Franklin - Lorene Johnson
Louise Luse*

*Full classes using the materials.

Description:

Distar Reading, based on behavioral objectives, is a highly prescriptive reading program. Modeling, cueing and reinforcement techniques are spelled out in detail for the teacher. As used in Omaha, the program was tried in two complete first grade rooms. SRA, publishers of Distar, provided extra materials at no cost so that a second class in each of the two schools would be established. In these classes the program was used only with the lowest 1/3 of each class; however, these classes were not included in the evaluation. It was hoped that the program would be better understood if two teachers in one building could discuss it regularly. Only children in the lower third of the other classes were included in the evaluation.

An all-day in-service orientation was held on November 20th at Franklin School. Elaine Bruner, co-author of Distar, was brought in by SRA to conduct the sessions. Teachers and supervisory staff were present.

The materials arrived in December and were immediately distributed. The project consultant visited classrooms reviewing objectives of the program. Primary supervisors also visited regularly.

The teachers were soon won over to Distar and when they met in the Spring to plan a Metropolitan Reading Council program on Distar they held several stimulating discussions with the project consultant and the SRA representative. They were videotaped in their classrooms, teaching the program. They constructively criticized their classroom teaching behavior. The teachers were also observed in their classrooms by out-state teachers, and the project director received several requests for information on the program.

Evaluation:

An evaluation schedule was set up in October. Experimental and control pairs were matched by Metropolitan Reading Readiness Test scores, sex, and age.

Tests chosen for evaluation comparison were:

1) Metropolitan Reading Readiness Test,
   Form A (Pre) and Form B (Post).

2) Horst Reversal Test,
   Pre and Post.

3) Wepman Auditory Discrimination Test
   Form II (Pre) and Form I (Post).

Out of an original population of 68, 56 remained at the time the post-tests were administered. The Psychological Services Department was asked to provide the following tests:

1) Slossen Intelligence Test

2) Draw-A-Man

3) Peabody Picture Vocabulary (Pre and Post)

Tests were administered individually in January and May. The Reading Resource Teams from Activity 28 were to be in charge of administering the Wepman and Horst Reversal Tests.

Statistical Analysis of Data

The means of the tests were as follows:

MEAN SCORES

		Experimental	Control
Metropolitan Reading Readiness Test	Pre	43.82	43.93
	Post	64.25	65.54
Wepman Auditory Discrimination Test	Pre	20.11	22.46
	Post	22.50	22.61
Horst Reversal Test	Pre	4.64	6.07
	Post	6.89	6.68

A series of "t" tests were run on the experimental and control group mean scores. With 6 tests, 56 subjects, 54 degrees of freedom and .05 level of confidence, the "t" scores were as follows:

EXPERIMENTAL

		M1	M2	W1	W2	H1	H2
CONTROL	M1	.0401					
	M2		.3999				
	W1			1.4024			
	W2				.0841		
	H1					2.0417*	
	H2						.4510

df = 54 *.05 M = Metropolitan Readiness Test

$t_{0.05} \leq /2.00/$ **.02 W = Wepman 1 = Pre Test

***.01 H = Horst Reversal 2 = Post Test

Psychological Services to the Distar Reading Project

The Slosson Individual Intelligence Test was administered to all students who were involved as either experimental or control subjects for the Distar Reading Project. To determine whether the experimental and control groups were comparable, a "t" test was run. This test yielded a "t" score of 1.89 which shows that the difference between the two scores is not significant at the .05 level with 38 degrees of freedom.

Peabody Picture Vocabulary Tests were administered to each of the students before and after the experimental program. In close study of the scoring of the Peabody it was discovered that this is not a good test for comparisons over such a short period of time. Scores are not obtained by an arithmetic comparison between the chronological age and the mental age as they are on most other intelligence tests. Instead, a given individual is placed in a category representing an age range of from 6 to 11 months. Therefore, the effect of specific age as a factor in determining intelligence is not considered. This can result in a rather gross measure of intelligence, and can create great deviations in pre and post test scores when measured over a relatively short period of time. The span of time between pre and post tests averaged approximately four and one-half months.

The Goodenough-Harris Test which requires that the child draw a human figure was administered as a pre and post test measure. They were not scored to determine an IQ. Instead, they were used as a gross measure of personality deviation, and will be followed up by a psychologist in the future if this seems desirable.

TABLE OF STATISTICS BASED ON SLOSSON INDIVIDUAL INTELLIGENCE TEST

	Mean	SD	N	t
EXPERIMENTAL	100.5	14.05	20	1.89
CONTROL	92.6	11.29	20	

With the exception of the Horst Reversal test scores, no significant differences in the means of these groups were discernable based on these tests. In the Horst, the experimental group had a lower mean in the pre-test, but finished on a level with the control group in the post-test. Although there was an .05 significance level of difference in the Horst reversal pre-test there was not a significant pre-post difference.

Teacher Evaluation

All the teachers involved were very enthusiastic about Distar Reading. They felt every child in their groups, no matter how slow, had learned to read. They all wanted to use Distar again next year. It was unfortunate that an oral reading measure was not included with the evaluation since all four teachers testified that each and every child is successfully decoding words. The amount of recreational reading increased from one or two books per week at the beginning to three to five books in the spring. Attached is a hand-out written by Mrs. Luse describing the program to visitors from out-state Nebraska.

Some concern was expressed about what materials the children would be using next year. Supervisors, principals and consultants agreed that the middle and higher groups would be able to read well out of the basal adoption series. The lower groups will continue with Distar II. With this year's experience behind them and beginning in September, next year's students should be expected to show measurable growth in reading.

WELCOME TO PORTABLE #3
Franklin School
Omaha, Nebr.

We are mostly children who were predicted to be first grade "failures", or very close to it. Anyway--it was predicted last fall and confirmed by our scores of low C's, D's and E's on the Metropolitan Readiness Test that we in Portable #3 probably would be repeating first grade. We were what you might call first grade "risks".

When we were tested for the beginning of the Distar program, eleven (11) of us were found to be EMR's. Recommendations were sent for special placement next year.

Not only do most of us possess low ability, we also possess a very short attention span and the inability to sit still and/or listen.

We began Distar right after Christmas vacation. Distar I has 159 lessons, presents 40 sound symbols and has an abundance of repetition. Sixteen of us have completed Distar I, and can read in any first grade and some second grade readers of library books. We are continuing in Distar II.

Eight of us are completing Book C, the last book of Distar I. Four of us have completed Book A, the first book of Distar I.

We are very pleased and proud to show you today what we can now do. Thanks to Distar, our reading program. Had it not been for Distar we would have struggled in first grade slowly word by word. Eleven of us would have been specially placed and some of the rest of us would have been repeating first grade.

Thanks to Distar...We can read.

We hope you enjoyed your visit.

Sincerely,

The First Graders in P. #3

OMAHA PUBLIC SCHOOLS
INTERCOMMUNICATION

To: Mr. Robert Davis
From: John DeBoer-Geraldine Nesvan
Date: August 4, 1970
Subject:

In addition to the information previously submitted on the McGraw-Hill and Distar reading projects, you will find below a chart showing the actual number of tests completed for each of the two programs. Each test listed involves an individual intelligence evaluation.

McGraw-Hill

110 Pre test
88 Post test

Distar

69 Pre test
58 Post test

The reason for variation between pre and post testing is the transient nature of the population involved in the program and chronic absenteeism on the part of some of the students.

JDeB/vp

John DeBoer

Approved by: Geraldine Nesvan
Director, Psychological Services

PROJECT TITLE: MCGRAW-HILL PROGRAMED READING

Description:

It was expected this project would help the lower third of the first grades of three selected schools, Saratoga, Lothrop, and Monmouth Park, learn skills that would enable them to function more adequately as beginning readers. The program used programmed materials and periodic in-service sessions to help teachers keep abreast of the children's needs.

Objectives:

The objectives of the program were as follows:

A. The student would be able to discriminate and select between sounds of the letters of the alphabet.

B. The student would be able to discriminate and select among the letters of the alphabet.

C. The student would experience reinforcement for his correct responses by the immediate feedback inherent in the reading booklet.

D. The student would develop advanced word attack skills:

  1. He would recognize patterns; therefore vowels.
  2. He would generalize the patterns so that he could automatically apply them.

Why is this project necessary?

1. It has been predicted by their readiness tests that these children will have difficulty in learning to read.
2. The lower 1/3 of the children were not to be placed in the new reading series. Teachers felt the need of new materials with these children, as well as the upper 2/3 who were in the new book series.

Pilot Reading Programs
McGraw-Hill Programmed Reading

Background:

This pilot was initiated in response to several requests in rapid succession from the Curriculum Department and the principal of Saratoga School. It was decided that the lower third of selected first grade classes at Lothrop, Saratoga and Monmouth Park Schools would be provided with these materials.

Schools and teachers were:

Lothrop - Susan Mayfield
(3) Mary Givehand
Agnes Langan (Later, Ruth Nelson)

Monmouth Park - Adalena Elledge
(2) Kathleen Wathen (Later, Barbara Feichtinger)

Saratoga - Constance Sancha
(5) Doris Ziegler
Linda Pearson (Later, Cathy Wiese)
Lela Glover
Eileen Harrell

The teachers were involved in an in-service orientation provided by Max Scott, Language Arts Consultant for McGraw-Hill. Supervisory staff and teachers were present at the all day meeting which was held at Saratoga School on October first.

Description:

McGraw-Hill Sullivan Programmed Reading is a sequentially arranged programmed reading system. It is mainly linear, although some branching is provided. It is made up of several components: the workbooks which provide the instruction, alphabet and sound symbol cards, charts, filmstrips, teacher's manuals, and hard bound readers which are to be used for reinforcement and application. It assumes that the children can connect sounds with symbols without a great deal of trouble.

The materials did not arrive until late November and the teachers did not get them until December. At that time the Activity 28 consultant visited each classroom in an attempt to reorientate teachers to the program.

A follow-up consultation was provided by McGraw Hill on February 26 at which time Mr. Scott was brought in again. At this time the Project consultant and Mr. Scott visited all of the classes involved so that teachers would have the opportunity to have specific questions answered. Supervisors were invited and were in attendance. Meetings were held before and after school with Mr. Scott so that the teachers as a group could discuss mutual problems. On March 11th Mr. Norman Thompson, Regional Manager for McGraw-Hill spent two days visiting these classrooms and giving assistance to the teachers as they requested it.

The teachers were concerned about what would happen to the children in the program next year. After consultation with the Title I Director, primary supervisors and principals, the teachers were told that materials would be purchased so that the children could go on with programmed reading next year.

Evaluation:

It was decided that matched experimental and control groups would be used. Groups were to be selected on the basis of sex, age and Metropolitan Reading Readiness Test scores.

Tests chosen for evaluation comparison were:

1) Metropolitan Reading Readiness Test
   Form A (Pre) and Form B (Post)

2) Horst Reversal
   Pre and Post

3) Wepman Auditory Discrimination Test
   Form 2 (Pre) and Form 1 (Post)

Psychological Services Department was asked to provide the following testing:

1) Slossen Intelligence Test

2) Draw-A-Man

3) Peabody Picture Vocabulary (Pre and Post)

Other than the Metropolitan Readiness Test, tests would be administered individually in January and May. The Reading Resource Teams from Project 28 were to be in charge of administering the Wepman and Horst Reversal Tests.

In March a request was made to see if the results could be retrieved for the Metropolitan Achievement tests given in May. These results were not available and will be analyzed when they become available. Out of an original population of 120, 92 remained at the time of post-testing.

Statistical Analysis of Data:

The means of the tests were as follows:

MEAN SCORES

		Experimental	Control
Metropolitan Reading Readiness Test	Pre	44.22	44.17
	Post	67.65	66.89
Wepman Auditory Discrimination Test	Pre	18.83	20.80
	Post	22.35	22.74
Horst Reversal Test	Pre	5.04	5.96
	Post	6.67	6.61

A series of "t" tests were run on the experimental and control group mean scores. With 6 tests altogether, 90 degrees of freedom and an .05 level of confidence, the "t" scores appeared to be insignificant. No significant differences in the means of the groups were discernable based on these tests.

The "t" scores were as follows:

EXPERIMENTAL

		M1	M2	W1	W2	H1	H2
CONTROL	M1	.0280					
	M2		.4444				
	W1			1.3312			
	W2				.3450		
	H1					1.8298	
	H2						.1674

df = 90

$t_{\overset{\angle}{\overline{0.05}}}$ /1.990/

M = Metropolitan Readiness Test
W = Wepman
H = Horst Reversal
1 = Pre Test
2 = Post Test

Teacher Evaluation:

The teachers who used the program evaluated it positively. They also found some difficulty, as the children branched off on their own. The slowest children had some difficulty making the initial sound-symbol connection--some never did. Those who were unable to make this connection were unsuccessful in beginning to learn to read. The teachers felt they had to be working at the same table with the children so the children wouldn't peek at the answers or put random answers in the workbook. They said that the children looked forward to their reading periods and were particularly enjoying the readers. One teacher commented that her absentee rate for this lowest group dropped dramatically. All reported improved motivation to read. Two teachers would like to use it with their whole classes next year.

Psychological Services to the McGraw-Hill Reading Project

The Slosson Individual Intelligence Test was administered to all students who were involved as either experimental or control subjects for the McGraw-Hill Reading Project. To determine whether the experimental and control groups were comparable, a "t" test was run. This test yielded a "t" score of .91 which shows that the difference between the two groups is not significant at the .05 level with 70 degrees of freedom.

Peabody Picture Vocabulary Tests were administered to each of the students before and after the experimental program. In close study of the scoring of the Peabody, it was discovered that this is not a good test for comparisons over such a short period of time. Scores are not obtained by an arithmeticcomparison between the chronological age and the mental age as they are on most other intelligence tests. Instead, a given individual is placed in a category representing an age range of from 6 to 11 months. Therefore, the effect of specific age as a factor in determining intelligence is not considered. This can result in rather gross measures of intelligence, and can create great deviations in pre and post test scores when measured over a relatively short period of time. The span of time between pre and post tests averaged approximately four and one-half months.

The Goodenough-Harris Test which requires that the child draw a human figure was administered as a pre and post test measure. They were not scored to determine an I.Q. Instead, they were used as a gross measure of personality deviation, and will be followed up by a psychologist in the future if this seems desirable.

TABLE OF STATISTICS BASED ON SLOSSON INDIVIDUAL INTELLIGENCE TEST

	MEAN	SD	N	t
Experimental	95.58	13.01	36	.91
Control	98.42	13.03	36	

PROJECT TITLE:
DANDY DOG EARLY LEARNING KINDERGARTEN PROGRAM

Background:

Materials for the American Book Company's Dandy Dog program were ordered for the 1969 summer program; however, they didn't arrive until late in the fall. On September 11th Fedora di Santi, ABC consultant, was brought in to explain the program to the four teachers who were recommended by primary supervisors for the program. The four teachers were: Delores Coe, Saratoga; Gladys Suva, Lake; Bonnie Miller, Highland; and Gail Hansen, Indian Hill.

No formal evaluation was to be done on this program until next year since it was so late getting started; however, Metropolitian Readiness scores will be checked in the fall to see if the group showed any appreciable growth.

Need:

Forty percent of the children in the Title I area were in the poor risk category of the Metropolitan Reading Readiness Tests administered in 1968 as compared with 11% in the non-Title I area. Because of this, Primary Supervisors and kindergarten teachers have felt the need for materials to enhance reading readiness on the part of many so-called disadvantaged children. Improved listening skills, expressive language skills, and self concept were signified as areas of need. Improved ability to follow directions and understand the language of instruction were also needed, according to kindergarten teachers. It was felt that this program would help develop these skills in children.

Description:

This project was designed to better prepare kindergarten children for reading instruction by introduction of new materials and in-service training in an attempt to increase teacher awareness of need.

Evaluation:

Evaluation of this program is limited since no testing was done. The verbal response from all four teachers was positive. The two who responded in writing felt that the broad objectives were being met and that they would like to use the program next year.

Consultative Services:

The Title I Reading Consultant participated in a variety of activities related to reading in the 1969-70 school year. This was in addition to her major activities which involved the resource teams, resource centers, innovative pilot projects, aide training and in-service work.

In this role, the consultant arranged to bring in book company consultants to talk to school staffs; arranged for parents meetings with speakers; provided staff consultation to several schools; and talked to outside groups about Title I Reading Projects. Below is a partial listing of some of these activities.

1) Interpreted role of Title I Reading Consultant to curriculum staff at several separate meetings in addition to regular Monday morning meetings.

    a. Primary 9/4/69
    b. Intermediate 8/28/70
    c. Junior High 4/7/70; 4/15/70; 4/24/70

2) Consulted with librarians about resource centers: 9/4/69; 4/9/70

3) Took part in setting up the city-wide Reading Resource Center (Approximately ten meetings).

4) Consulted with elementary school staffs about the Primary Reading Kit: 11/24/69; 11/10/69; 10/7/69; 11/25/69; 10/16/69.

5) Consulted with school staffs about reading achievement and choice of paper back books: 11/11/69; 12/11/69; 10/9/69; 11/6/69; 11/10/69; 4/28/70.

6) Arranged to have national book company consultants speak and demonstrate at schools.

    11/20/69: Elaine Bruner (SRA)
    9/11/69: Fedora di Santi (American Book)
    1/20/70: Joy Hubert (Encyclopedia Britannica)
    5/18/70: Mel Cebulash (Scholastic)
    4/22/70: Stanley Baker (McMillan)
    4/23/70: Stanley Baker (McMillan)
    11/18/69: Stanley Baker (McMillan)
    11/19/69: Stanley Baker (McMillan)
    10/31/69: Max Scott (McGraw-Hill)
    2/26/70: Max Scott (McGraw-Hill)

7) Arranged parent meeting with national consultant: 11/19/69: Stanley Baker

8) Interpreted Title I Reading Projects to Children's Service at Nebraska Psychiatric Institute: 11/14/69

9) Spoke to two different sessions of Dr. Cushenberry's graduate reading course #511, interpreting Title I Reading Projects: 3/18/70; 2/25/70.

10) Reported on Title I Reading Projects at two school and cummunity advisory committee meetings: 2/26/70; 4/23/70.

11) Set up display of Title I Reading Materials at Dundee School: 3/12/70.

12) Appeared three times on KIOS:

    a. Vair and Reading Aides
    b. Reading Aides and Teacher
    c. International Reading Association Convention

13) Edited the Metropolitan Reading Association Publication, The Reader.

14) Prepared reading materials that were sent to all Title I Elementary Schools.

15) Reported on pilot projects to Instructional Committee of the Board of Education: 1/12/70.

16) Cooperated with community groups in attempts to improve reading instruction and motivation.

    12/3/69: Teacher Corps-Wilda Stephenson
    10/24/69: Family and Child Service-Virgil Carr
    10/17/69: University of Nebraska at Omaha-Eugene Freund (Reading tutors in Title I schools).

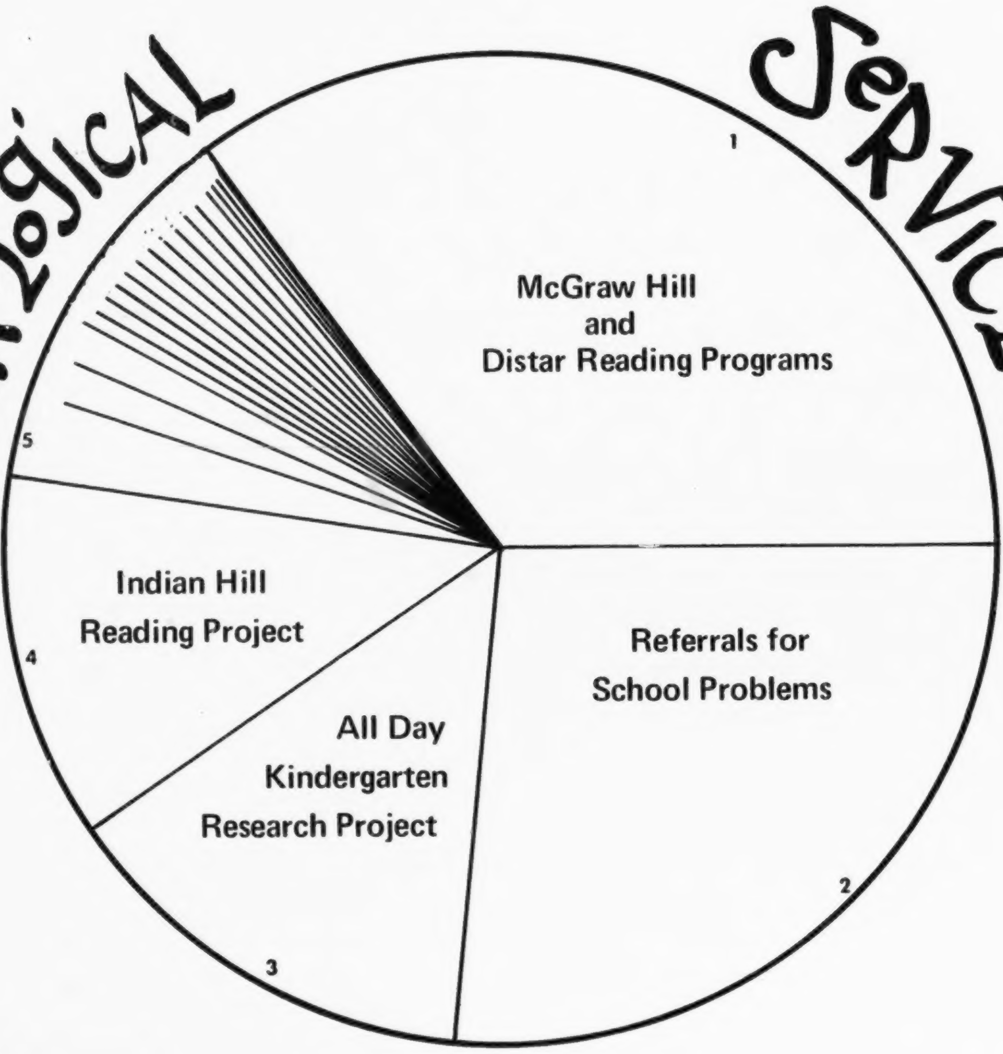
17) Helped teacher prepare for Metropolitan Reading Council Workshop Presentations. (Six meetings-April) Distar, McGraw-Hill, Intermediate Kit, Individualized Reading.

Summary:

A strong beginning was made, thus, encouraging school staffs to look at their current methods of reading instruction critically. Emphasis was placed on encouraging teachers to individualize instruction. There seemed to be the beginning of an awareness that a reading specialist was interested in giving them help and encouragement in their attempts to individualize instruction.

It is hoped that next year the consultant can help with involving parents. They should know what skills children are expected to come to school with in order to be ready to read; further, they should be encouraged to become familiar with the kinds of books the home should provide in order to help children value reading as a worthwhile activity.

PSYCHOLOGICAL SERVICES



NEEDS IDENTIFIED:

1. Children with various psychological problems required study in depth before action could be taken to resolve academic, social and behavioral problems.
2. Building staff members were in need of developing an awareness to problems manifested by children of the disadvantaged area. Early identification of problems depend upon the training and experience of the professional staff.
3. Continuity of student evaluation was essential to the long range program development for children with special needs. Information related to the incidence and distribution of specific strengths and weaknesses was important.
4. Projects designed to meet specific needs of children and youth required data collection, processing and interpretation. This activity required the services of an increased staff.

ACTIVITY NUMBER 29

TITLE I CASE REFERRALS TO THE DEPARTMENT OF PSYCHOLOGICAL SERVICES OMAHA PUBLIC SCHOOLS

		Percentage of Services
1.	McGraw Hill – Distar Reading Projects	35.02
2.	Referrals for School Problems	26.57
3.	All Day Kindergarten Research Project	14.00
4.	Indian Hill Reading Project	12.52
5.	Special Services Referrals	2.77
6.	Movement Exploration Innovative Project	1.61
7.	Tech High Screening Project	1.15
8.	Work Experience Program	0.87
9.	Pershing School Project	0.83
10.	Individualized Study Center	0.64
11.	Referral by Parent	0.69
12.	Reading Clinic	0.55
13.	Visiting Teachers	0.55
14.	Early School Entry	0.50
15.	Druid Hill – Lothrop Study	0.46
16.	Outside Agencies	0.32
17.	Psychological Services Referrals	0.23
18.	Reading Grouping Project	0.18
19.	Juvenile Court	0.13
20.	Others	0.13
21.	Gifted Program	0.09
22.	Cleft Palate Clinic	0.09

During the 1969-70 school year, the Department of Psychological Services furnished many services to the schools within the target area. For various reasons indicated on the previous chart, individual psychological evaluations were provided for 2,285 students during the year. Research on various Title I pilot programs was also done. Another effort by the Department of Psychological Services was to verify the ability levels of all students who scored below 85 on the Lorge-Thorndike Intelligence Test given in grades three and six and above 120 on the same test. Statistics were also run comparing the Lorge-Thorndike Intelligence Test with the Slosson Intelligence Test, used as a screening device by the school psychologists. In another effort, the same screening test was compared to the more extensive tests which are used by the psychologists for difficult cases and special education placement.

The Title I psychologists were also instrumental in helping the teachers in the area to modify specific cases of inappropriate student behavior. This was done by the psychologist, working individually with teacher and student, and through professional group inservice meetings.

Psychological Services to the Distar Reading Project

The Slosson Individual Intelligence Test was administered to all students who were involved as either experimental or control subjects for the Distar Reading Project. To determine whether the experimental and control groups were comparable, a "t" test was run. This test yielded a "t" score of 1.89 which shows that the difference between the two scores is not significant at the .05 level with 38 degrees of freedom.

Table of Statistics Based on Slosson Individual Intelligence Test

	Mean IQ	SD	N	t
Experimental	100.05	14.05	20	
Control	92.6	11.29	20	1.89

A "t" score of 1.89 is not significant at .05 level with 38 degrees of freedom.

The difference between the experimental and control groups is not significant, and consequently the two groups can be used for statistical comparisons.

Peabody Picture Vocabulary Tests were administered to each of the students before and after the experimental program. A close study of the scoring of the test revealed that this is not a good test for comparisons over such a short period of time. Scores are not obtained by an arithmetic comparison between the chronological age and the mental age, as they are on most other intelligence tests. Instead, a given individual is placed in a category representing an age range of from 6 to 11 months. Therefore, the effect of specific age as a factor in determining intelligence is not considered. This can result in a rather gross measure of intelligence, and can create great deviations in pre and post test scores when measured over a relatively short period of time. The span of time between pre and post tests averaged approximately four and one-half months.

The Goodenough-Harris Test which requires that the child draw a human figure was administered as a pre and post test measure. They were not scored to determine an IQ. Instead, they were used as a gross measure of personality deviation and will be followed up by the psychologist in the future if this seems desirable.

Psychological Services to the McGraw Hill Reading Project

The service to the McGraw Hill Reading Project by the department was the same as the service to the Distar Program. Below is a table showing the results of the Slosson Intelligence Test given to the experimental and control groups for the McGraw Hill Project.

Table of Statistics Based on Slosson Individual Intelligence Test

	Mean IQ	SD	N	t
Experimental	95.58	13.01	36	
Control	98.42	13.03	36	.91

A "t" score of .91 is not significant at .05 level with 70 degrees of freedom.

The difference between the experimental and control groups is not significant, and consequently the two groups can be used for statistical comparisons.

Referral by School

A great deal of the Department of Psychological Services staff time in Title I area schools is spent with individual children who are referred because of special needs and problems.

Referrals for children with special needs are routed to the psychologist through regular channels. Also, many children are found in the general screening program who appear to need more intensive study than a screening evaluation provides. These evaluations are conducted in the Psychological Services Clinic.

Problems referred for study include (but are not limited to) the following:

1. Academic
2. Behavioral
3. Placement (general, special education, etc.)
4. Evaluations for Reading Clinic
5. Emotional
6. Juvenile Court requests
7. Requests from various Social Agencies (including welfare) dealing with the child and/or his family
8. Requests from various branches of the medical profession

In order to help determine what action would be of the most benefit to the child, various psychometric techniques are utilized to help determine his ability level, and his academic, social and emotional functioning. These results, combined with the psychologists' clinical insight together with information from parents and school personnel, help determine the psychologists' recommendations.

School psychologists are also available to Title I area school personnel for consultation regarding individual or group problems which may arise. The school psychologist is often a liaison between the school and/or family and the various community agencies.

The staff of the Department of Psychological Services in particular follows news developments regarding the Title I area generally — such as education, housing, welfare programs, community involvement, statistical surveys, political action, etc The school psychologist believes this background necessary to better understand the problems the Title I area child may be facing.

All-Day Kindergarten

To improve the education of certain disadvantaged youngsters, all day kindergarten programs have been initiated in two Title I schools. A pre and post test battery including: a verbal intelligence test, a perceptual test, a non-verbal intelligence test and a drawing test was administered to the 52 All-Day

Kindergarten students attending Long and Central Grade schools, and to 86 students in a half day situation at Lothrop School in order to determine the effects of the all-day program in these four areas. Examination of the data reflects an appreciable difference in improvement for the all-day kindergarten students on the verbal intelligence test, the perceptual test and in drawing.

Indian Hill Reading Project

Indian Hill Elementary and Junior High Schools were the focal point of a multi-project psychological services program aimed at the following areas:

1. Comprehensive testing was conducted on approximately 700 students.
    A. to determine and control for the initial differences in intelligences when comparing pre and post test reading achievement scores (180);
    B. to screen students with low ability for further testing for special education placement (180);
    C. to screen for possible adjustment difficulties (600);
    D. to determine students' interests and concerns (300); and
    E. to screen students for possible visual-motor perception difficulties (180).
2. Eighty students in grades 4 - 8 received a full test battery (one intelligence test, three achievement tests, one visual motor perception test, and sentence completion) to determine strong and weak areas for proper grade placement.
3. A psychologist attended inservice meetings every other week from October 1969, through April 1970, and worked with teachers in discussing and implementing specific ideas contained in William Glasser's book, *Schools Without Failure.*
4. The child was observed in the classroom situation by the psychologist. Subsequently, testing at the clinic and a parent conference was held to discuss the child's behavior or learning problems and to establish related individual programs to meet these problems.
5. The Indian Hill faculty were most positive in their evaluation of the psychological services provided their school. They were also helpful in making suggestions as to how the services to them could be improved.

Tech High Screening

A program utilizing psychological screening evaluations was initiated at Technical High School for students in the ninth grade. Due to scheduling difficulties, only 35 students were tested. This precludes comprehensive analysis of results; however, value was still derived from the study. One of these students demonstrated superior intellectual ability in spite of the fact that he had failed all but two of his classes. Special counseling was given to help him work up to his capacity. Another student was recognized as having emotional problems and was given a thorough in-clinic evaluation which resulted in a psychiatric referral and hospitalization for "suicidal and homicidal tendencies," according to the psychiatrist.

These isolated examples justify the limited scope of the project, but more important, they reveal the potential value inherent in a comprehensive organized testing program of this nature. The project is again planned for the 1970-71 year.

Pershing School Project

In cooperation with "Project Self-Understanding" a program to assist students at Pershing School in clarifying their vocational goals, Psychological Services assisted in several areas. Initially, an evaulation of each student's level of intellectual functioning was provided to guide the student toward establishing realistic goals and objectives. These reports became part of the students' cumulative folders. The department also selected and furnished a vocational inventory, for the special counselor to administer.

Identification of Gifted

An early indicator of the validity of the department's data processing system was the identification of 72 students in the Title I area who demonstrated abilities within the superior range of intelligence. A report consisting of each student's name, student number, birthdate, and test score was designed to provide impetus for the initiation of special curriculum planning to complement the indicated abilities of these Title I students.

Lorge-Thorndike Intelligence Test Verification

The Lorge-Thorndike Intelligence Test was the subject of a psychological services study to determine the Lorge-Thorndike's validity as an accurate indicator of individual ability. The study centered on those third grade students from Druid Hill, Kellom, Long and Lothrop who scored below 85 in the verbal section of the group administered Lorge-Thorndike Test. Those students who had not been tested individually were given individual evaluations. Test results showed broad discrepancies between the group and individual tests, with a substantial (65 - 83%) proportion of the students who scored below 85 on the Lorge-Thorndike achieving higher classifications under individual testing.

A summary of the findings was submitted to Title I, Activity No. 94, Evaluation and Interpretation. The summary cautioned school personnel against using a Lorge-Thorndike verbal score below 85 as a completely reliable assessment of a child's ability level and suggested that the score obtained by individual psychological evaluation might be substituted in the cumulative record.

Lorge-Thorndike Verification

It has been suggested that the lower Lorge-Thorndike scores from schools in Title I areas are attributable to a general lower verbal facility, which may be associated with cultural features of the Title I areas, rather than to lowered general intelligence levels. In an attempt to study this suggestion, Slosson and Lorge-Thorndike intelligence test scores were obtained for 47 sixth grade students from the Title I area to analyze the Lorge-Thorndike non-verbal scores as the assumed predictor of SIT (verbal) IQ. Group Means were compared by "t" tests, and correlation coefficients (Pearson's r) were computed between SIT IQ's and each type of Lorge-Thorndike score. Test results indicated the Lorge-Thorndike verbal and total scores as the best predictors of intelligence, as measured by the Slosson Intelligence Test.

Comparison of Tests Used

The Slosson, WISC, WAIS, and Stanford-Binet Intelligence Tests provided the basis for comparing the results obtained by part time "psychological testers" trained in the department with that of the regular Psychological Services staff. Comparison, for purposes of this study, was the level of significance between tests given by the tester and the psychologist. A sample of 237 students randomly selected from the master file met the criterion of having received a Slosson test by a tester and one of the other tests by a school psychologist within a three year period. The results showed that the level of significance for each of the test – retest comparisons was at the .001 level of confidence with the exception of the WAIS performance scale which was significant at the .01 level.

This level of significance was important not only at our local level, but was interesting in view of the shortage of qualified school psychologists which exists nationwide.

Conestoga Clinic

One of the Title I psychologists administered individual intelligence evaluations for the Conestoga Clinic which served students from the Conestoga, Lake, and Long School area. Service was furnished by the psychologist on the average of four times a month, and approximately thirty referrals were made by the teacher, the principal, the clinic physician or a combination of these.

The primary objective of the psychological evaluations specifically done for the physician was to investigate emotional and/or neurological difficulties as the basis of learning problems. Then appropriate steps could be taken by the physician to facilitate the child's adjustment. Reports were written by the psychologist giving specific recommendations for remediation and class placement and sent to the school. Staffings were held with clinic personnel (physician, psychologist, teacher, nurse, principal, etc.) and individual cases discussed.

Monthly staffings were held with school personnel and various other agency representatives present to formulate, discuss and implement recommendations.

Psychological Services Data Processing

The vital role of data processing as an aid in the effective development and implementation of Title I objectives was underscored by an extensive updating of department procedures relative to data storage and handling. Increased speed and efficiency were the key objectives in efforts to improve and refine the previously existing systems for storage and retrieval. The Title I Statistical Report represented one aspect of an expansion of computer usage which increased the speed and efficiency in compiling an outgoing report. Periodic student printouts facilitated the analysis of information pertaining to specific projects. All of the systems which have been established are designed so that they may be easily transferred to a computer storage bank with a terminal in the department if and when such a system is deemed feasible.

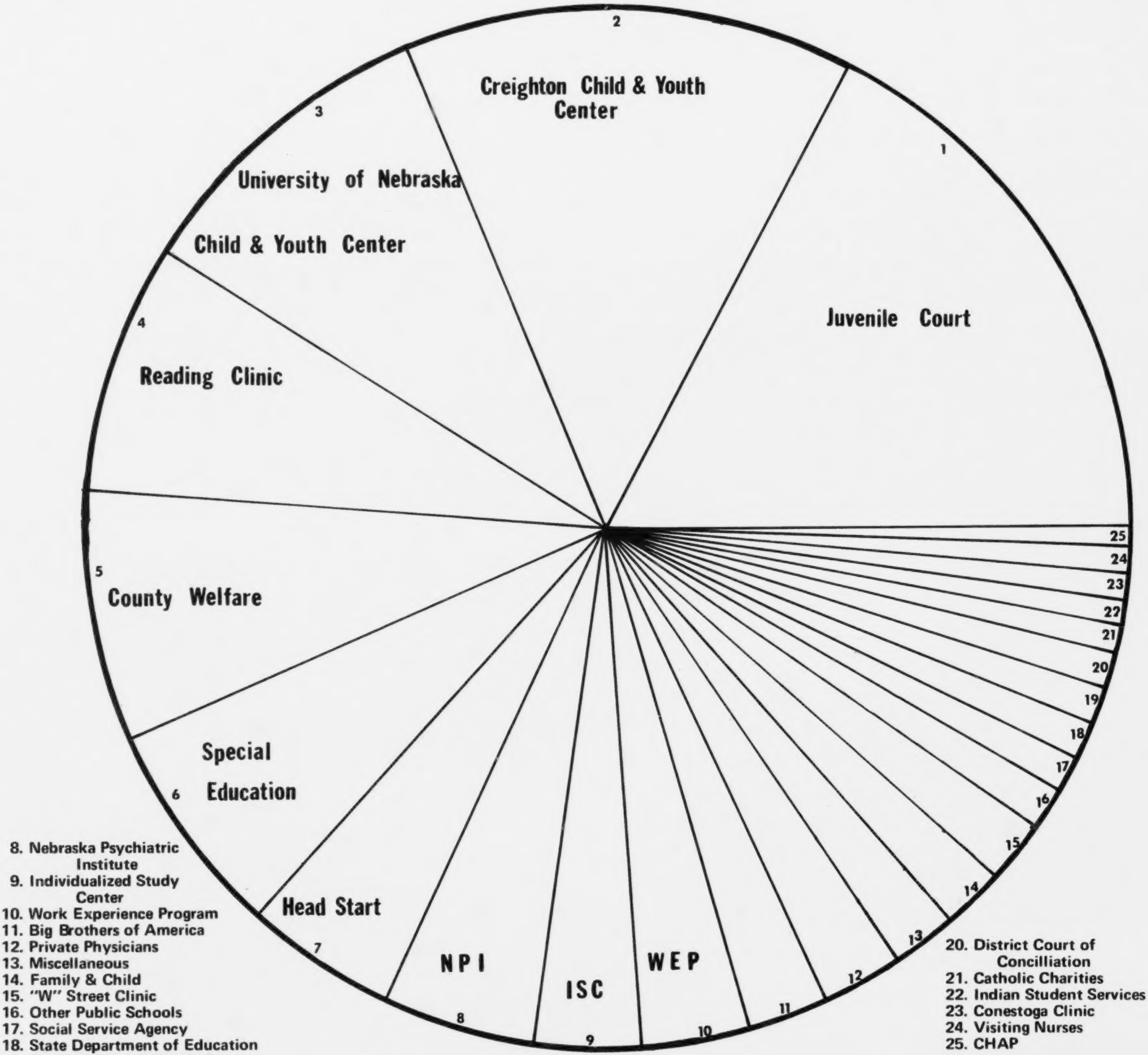
DEPARTMENT OF PSYCHOLOGICAL SERVICES
Recommendations Made for All Title I Students
Tested During 1969-1970 School Year

Recommendations	Number Made	Recommendations	Number Made
Maintain Status Quo	737	Individual Study Center	15
EMH Classes	280	T.M.R.	14
Remediation	168	No School Entrance	14
Retest at Later Date	161	Consistant School Discipline	12
Medical Examination	114	Consistant School Handling	13
Parent Counseling	107	Retest in Clinic	12
School Counseling for Child	98	Big Brothers	12
Positive Re-enforcement	78	Dental Examination	9
Project Challenge	72	Social Service Agency	7
Visual Evaluation	61	Kindergarten Entrance	5
Psychiatric Evaluation	60	Transfer	5
Neurological Evaluation	58	University of Nebraska Child and Youth	4
General Classes	55	Parents Contact Special Services	4
Lower Track Program	51	Nebraska Psychiatric Institute	4
Reading Evaluation	49	Consider J. P. Lord School	4
Counseling with School	49	Nursery School	4
Work Experience Program	46	Free Shoes – Clothing	3
Summer School	45	Free Glasses	3
Enrichment Program	44	Omaha Home for Boys	2
Audio Evaluation	33	Help Nursery	2
Consistent Home Discipline	33	Childrens Rehabilitation Institute	2
Retention	29	Physical Therapy	2
Demotion	25	EEG – Seizures	2
Decrease Pressure	25	Emotionally Disturbed	2
Other Special Class Placement	24	W – Street Clinic	1
Creighton Child and Youth	23	Madonna School	1
Vocabulary Stimulation	17	Good Shepherd	1
Head Start	17	Project Chance	1
Home Stimulation	17	Nebraska School for the Blind	1
Speech Evaluation	16	Increase Pressure	1
Family and Child	16		

REPORTING TO OUTSIDE AGENCIES

In our effort to work with various agencies in the city which serve Title I students, the Department of Psychological Services shares psychological test results with these agencies upon written request by the parents of the student in question.

The following chart indicates the percentage of the 229 total reports furnished during the past year to agencies involved in the health, welfare and special educational needs of Title I students.



COMMUNITY

AIDES

NEEDS IDENTIFIED:

A need for greater responsiveness and controlled feedback between the schools and the community made it necessary:

1. To work for an understanding of problems common to the home and school.
2. To break school-parent communications barriers.
3. To instill the values of an education in a rapidly expanding world of knowledge.
4. To bring the community into the school for special programs and for further education.
5. To help provide for individual student welfare.
6. To foster better school and personal adjustment for each student.

ACTIVITY NUMBER 30

COMMUNITY AIDES

The Community Aide program has developed using the basic philosophy that it should be integrated with and supportive to existing programs and services available to students and their families. Therefore, the primary function of the community aide is to be acquainted with the many services available to families and to direct the families to courses of action for securing assistance with school related problems.

Twenty-eight community aides were members of the support team that served to bring families together with school and other agency personnel. Problems affecting boys and girls progress in school were often resolved.

Chief among these difficulties was that of regular school attendance. Multiple absences were often due to a health or welfare condition, due to a lack of adequate clothing, inadequate diet or a low value placed upon "being in school."

Frequent or patterned absences signaled the more serious problems. Community aides were able to relate to the total situation and appraise the building principal of the situation. The recommendations of the community aide often outlined a course of action.

A comparison of kindergarten attendance and readiness for first grade instruction was made to study the relationship between kindergarten attendance and predicted success in first grade. Of the children who were "likely to have difficulty" with first grade instruction, 38.4 percent missed thirty-one or more days of school.

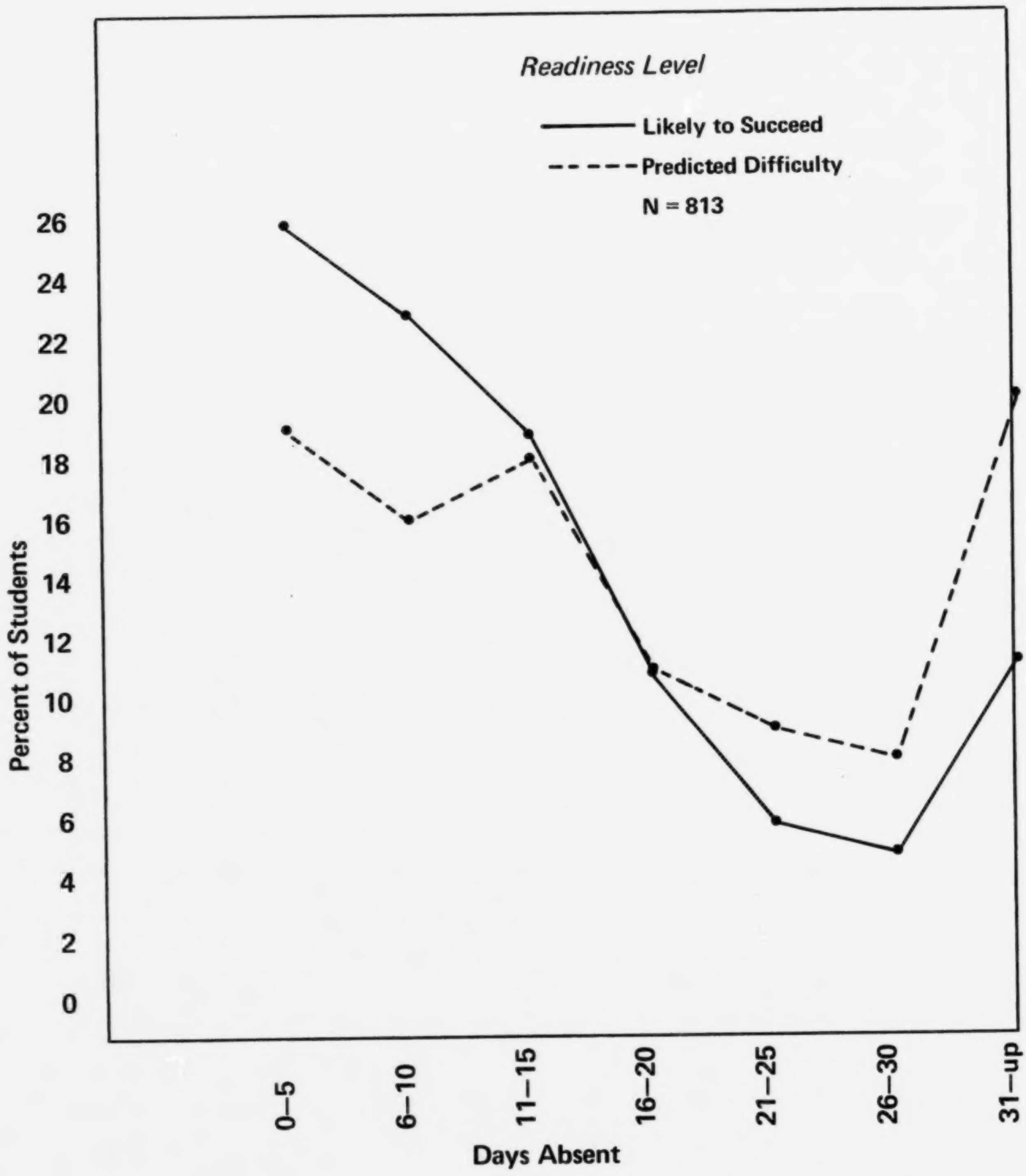
It was also of interest to compare the absentee curve of the group "likely to succeed" and those predicted to "experience difficulty." Attendance in the Title I area for grade one was 92.2% during 1969-70. Continued emphasis is being placed upon this important liaison function of the community aide.

Problems of children and their families were found to be real. An understanding of the differences between cause and effect brought responsible courses of action from a team effort of which the community aide was a vital member. Situations in which a student was forced into a position of rebellion as a possible means of reacting or of basing a solution were thus minimized.

Contacts were made with parents to encourage them to be active in various school functions. Emphasis placed on parental involvement met with varying degrees of success in the schools. Principals and teachers continued to value these efforts. "Demonstrated parental interest" remains high among the factors that appear to influence the achievement of boys and girls in school.

The table below shows twenty-eight community aides recorded 20,864 personal contacts by telephone and home visitations during the 1969-1970 school year. This does not reflect the total impact of follow-up activity in behalf of students. It does, however, indicate the additional support given the areas of attendance, behavior, welfare and health. The service of the community aides was oriented to individual schools and directed toward the "life space" of the students.

METROPOLITAN READINESS TEST PERFORMANCE (Grade 1)
Compared with Kindergarten Attendance
Title I Area – September 1969



METROPOLITAN READINESS TEST RESULTS AND 1968-69 KINDERGARTEN ATTENDANCE

(Only Students with 160 Days or More Membership)

Title I Area
School & No.
September 1969
Mbr'shp. 1263

MRT LETTER RATING		DAYS ABSENT							Horiz. Total
		0 - 5	6 - 10	11 - 15	16 - 20	21 - 25	26 - 30	31 & up	
	A	A. 2.3% (10) B. 1.2	25 (11) 1.4	30.2 (13) 1.6	4.7 (2) .25	4.7 (2) .25	2.3 (1) .123	9.3 (4) .492	43
	B	30.3 (47) 5.8	27.7 (43) 5.3	11.6 (18) 2.2	12.3 (19) 2.3	7.0 (11) 1.4	4.51 (7) .861	6.45 (10) 1.2	155
	C	22.6 (76) 9.3	21.2 (71) 8.7	18.8 (63) 7.74	11.9 (40) 4.9	6.3 (21) 2.5	5.7 (19) 2.3	13.4 (45) 5.5	335
	D	18.6 (44) 5.4	16.0 (38) 4.6	17.3 (41) 5.0	11 (26) 3.1	9.7 (23) 2.8	7.6 (18) 2.2	19.8 (47) 5.8	237
	E	18.6 (8) .98	14 (6) .73	18.6 (8) .98	14 (6) .73	4.7 (2) .25	11.6 (5) .61	18.6 (8) .98	43
Vertical Totals		185	169	143	93	59	50	114	
		497 or 61.1%			316 or 38.9%				
								Grand Total –	813

COMMUNITY AIDE CONTACTS – 1969-1970

				Means of Contact		Nature of Contact						
te of	Last Report	Name	School	Home	Phone	Attendance	Behavior	Welfare	Health	Accompanying Students	Other	Total Contacts
ru:		*Mrs. Henrietta Alston	Kennedy	-------	-------	-------	-------	-------	-------	-------	-------	-------
9	1970	Mrs. Oneda Bell	Long	127	23	77	19	21	7	22	4	150
3	1970	Mrs. Josephine Benjamin	Mann	162	635	592	43	47	17	62	35	797
4	1970	Mrs. Charlene Blair	Kellom	531	274	722	23	17	22	21		805
5	1970	Mrs. Helen Brown	Technical Jr.	167	1	123	27	2	7	9		168
15	1970	Mrs. Molly Bryant	Mann	127	181	291	6	2	5	4		308
		**Mrs. Muriel Coleman	Lothrop	-------	-------	--------	-----	----	----	----	----	--------
15	1970	Mrs. Mildred Combs	Central Grade	13	38	25	5	15	6	----		51
1	1970	Mrs. Doris Conners	Technical Sr.	431	73	397	45	22	8	32		504
1	1970	Mrs. Kathleen Curtis	Highland	335	199	335	26	140	13	20		534
5	1970	Mrs. Ileen Delezne	Pershing	222	1015	508	49	148	367	136	29	1237
-1	1970 ?	Mrs. Emma Foxall	Lake	721	654	1206	51	53	42	23		1375
		*Mrs. Mary Frazier	Druid Hill	--------	--------	--------	----	----	----	----		--------
24	1970	Mrs. Marianne Griego	Yates	530	825	976	108	95	54	41	81	1335
30	1970	Mrs. Esther Grimes	Lake	108	174	136	35	47	26	32	6	282
22	1970	Mrs. Jessie Henderson	Saratoga	75	294	180	31	32	17	65	44	369
10	1970	Mrs. Beatrice Jackson	Conestoga	911	722	890	536	75	21	4	107	1633
3	1970	Mrs. Fay Jackson	Conestoga	451	153	315	55	92	19	14	109	604
5	1970	Mrs. Sue Lott	Lothrop	222	1408	943	89	193	71	101	233	1630
29	1970	Mrs. Judith Mascarello	Indian Hills	470	550	916	16	33	10	28	17	1020
5	1970	Mrs. Annabelle Mathews	Technical Sr.	649	244	626	16	21	10	19	201	893
5	1970	Mrs. Vernetta Mills	Lothrop	607	2651	2969	40	68	27	26	128	3258

COMMUNITY AIDE CONTACTS continued

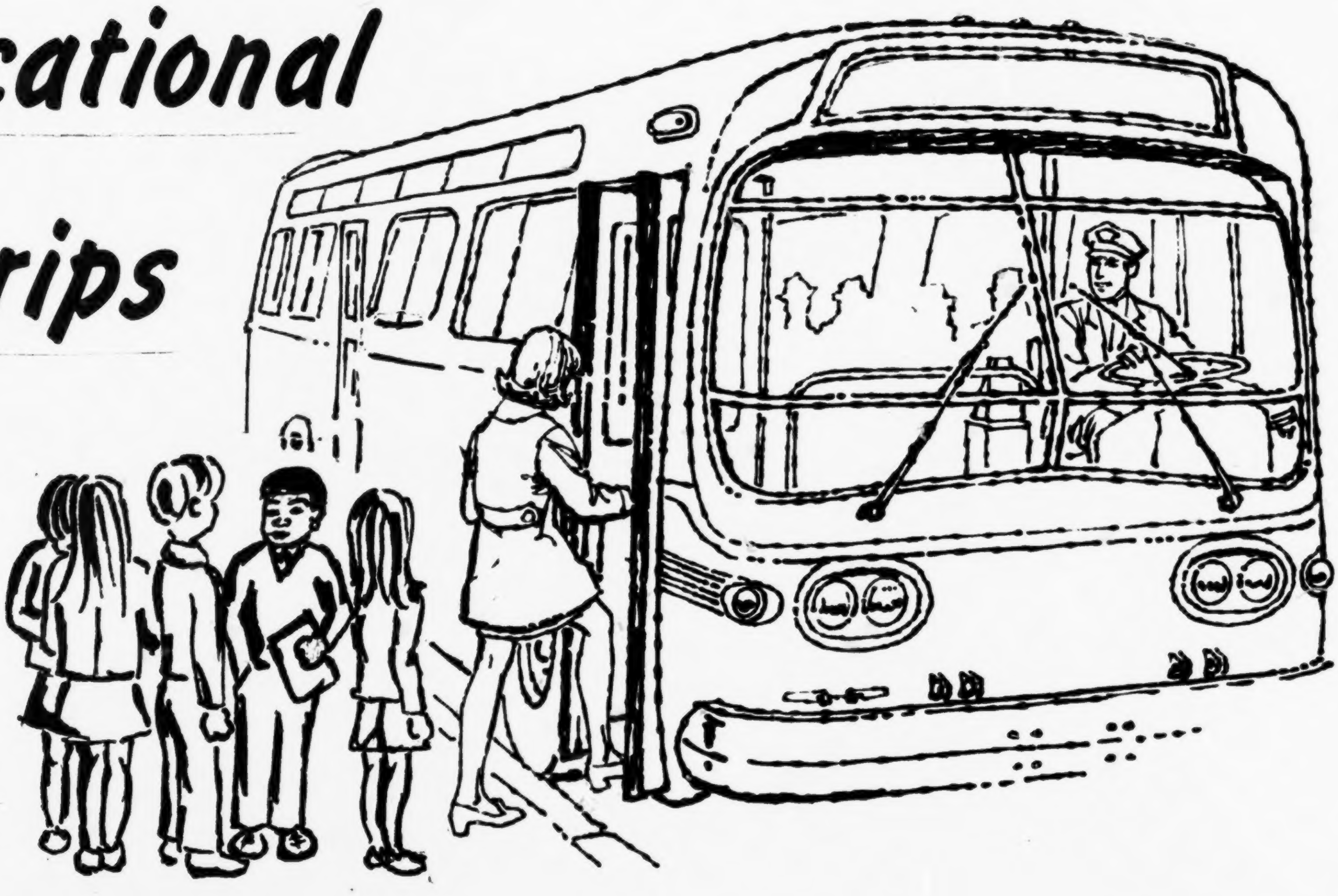
Date of Last Report		Name	School	Home	Phone	Attendance	Behavior	Welfare	Health	Accompanying Students	Other	Total Contacts
Thru:												
6-5	1970	Mrs. Mildred Reed	Monmouth Park	108	1125	1101	94	66	11	11	22	1305
5-22	1970	Mrs. Carey Sims	Mann	135	24	89	20	14	10	23	3	159
6-11	1970	Mrs. Kay Starks	Monmouth Park	248	183	289	53	40	17	12	20	431
6-5	1970	Mrs. Elizabeth Ray	Saratoga	297	829	812	24	108	46	11	125	1126
5-22	1970	Mrs. Virginia Thompson	Franklin	262	403	356	178	98	23	10		665
6-5	1970	Mrs. Doris Webb	Franklin	57	148	79	46	70	7	3		205
TOTALS				8038	12826	14953	1635	1519	849	729	1164	20864

*No Report

**Community Aide not in charge of this type of project

Building principals, teachers, school counselors, visiting teachers and cafeterial staff supervisors heartily endorse the services of Community Aides, Activity 30.

educational trips



NEEDS IDENTIFIED:

1. Children's language and problem-solving skills were not adequately developed, encouraged or reinforced in the home environment in order for them to acquire the necessary experience background from which to draw during the instructional process.

2. Children learn in different ways. This required an "action level" involvement of pupils to provide meaningful experiences for a more adequate conceptual base upon which to build.

3. Children were found to have little knowledge about the world around them. A confidence and resourcefulness that comes from traveling beyond the familiar paths of daily living was missing.

4. Parents did not understand the opportunities available for participation in the learning experiences of their children. For many parents it was not economically possible to develop these experiences.

EDUCATIONAL TRIPS

In order to learn, a child must establish a relationship between what he studies in the classroom and what he learns through personal experience. Thus, through the use of his physical senses, the child supports and enforces his cognitive realm of learning. The role of Educational Trips was to facilitate and nurture this relationship.

During the 1969-70 school year, 843 educational trips were made involving 37,038 public and non-public students. They ranged in age from four (Head Start) to eighteen (Senior High School) and in levels of ability from the gifted to the Trainable Mentally Handicapped students. It should be noted that Title I monies were not used for Head Start trips; however, the Title I office did schedule the excursions and provide the contacts necessary to insure their success.

The multitude of trip sites revealed the scope of this activity. The visitation sites ranged from banks to bakeries, pet shops to packing houses, green houses to gas companies and parks to police stations. These trips comprised a broad cross section of the industrial,commercial and cultural resources of the community. They also personalized numerous vocational opportunities, as students were able to watch men and women working at their respective jobs. The enclosed tables give a complete list of the trips and hosts involved. Further, a comprehensive report by grade, on all trips, was prepared to supplement the tables.

To ascertain the impact of the trips, individual teacher's comments were integrated with the established needs and corresponding objectives to provide a concise, pertinent overview. From an evaluative standpoint, the observations substantially enhance the credibility of the effort and the desirability of its extension in 1970-71.

A. Children's language and problem-solving skills were not adequately developed, encouraged or reinforced in the home environment in order for them to acquire the necessary experience background from which to draw during the instructional process.

"A trip developed vocabulary and on the return gave good topics for language work." So commented a teacher on the substance of the visits and their correlation with classroom activity. This typified the comments relating to trips designed to affect the behavioral variables of knowledge, comprehension, and application (cognitive domain).

At the first level of behavioral variables (knowledge), a tour through Joslyn Art Museum provided, "Instruction outside of their regular classroom. . .the students became very interested in knowing a great deal more about what they saw." Numerous trips to public libraries, "acquainted the youngsters with the facilities and services available to them." One teacher summed up her feelings and those of others regarding the Shrine Circus when she commented, ". . .excellent opportunity for vocabulary and language development."

The students' level of comprehension was enhanced by trips which reinforced classroom material and "assisted them in experiencing the real versus the imaginary." A good correlation with Social Studies was provided by a trip observing the operation of banks and stores in Westroads. An extension of this experience was the observation of the many facets of the Henry Doorly Zoo, allowing the students to "relate to their knowledge learned in the classroom."

The third level, that of applying learned skills, was the basis of a trip to King's Food Host in which the students "had a math lesson. They had to figure their own checks and pay for them." The Burlington train ride and visit to the Two Rivers Farm combined an educational and social experience. These trips provided ". . .background experiences needed for this age."

B. Because children learn in difference ways, an "action level" involvement of pupils was required to provide meaningful experiences for a more adequate conceptual base upon which to build.

The organization of trip sites was also structured to relate to behavior which emphasizes attitudes, emotions, and values (affective domain). In reference to the variables of receiving, responding, and valuing, the key element again was correlation with knowledge learned in the classroom. On a trip to Fontenelle Forest "the students could actually see, hear, and smell the elements of the forest." In many cases, "the trips awakened their senses and opened the avenues for response." "To learn satisfactory behavior out in public and to understand why we use the library" expressed the two fold purpose of a visit to the Omaha Public Library. "The team work needed to run a bakery" was a further extension of affecting the receiving variable via a trip to a local bakery.

"Experience with the real rather than the stereotype. . .initiated instant verbal response," said a teacher following a visit to the Shrine Circus. The comment speaks for itself with respect to meeting "action level" involvement needed by pupils. Trips to Elmwood Park and Henry Doorly Zoo "allowed the students to exhibit ability to socialize and use manners without direct, constant supervision" — an opportunity to respond to values initiated in the classroom. The equally important trips "provided incentive for further study and investigation."

Instilling value concepts was the thrust of many of the trips. A picnic in Mandan Park saw the students "sharing lunches with each other" and "cooperating in cleaning up the picnic grounds." A softball game at Benson Park resulted in "learning sportsmanship through games and the importance of teamwork." "The children learned respect for the people who care for the animals" remarked a teacher after a visit to the zoo. However, the statement could have been abbreviated to "learned respect for people," and it would have been an accurate overall assessment of the trips.

C. Children were found to have little knowledge about the world around them. Confidence and resourcefulness that come from traveling beyond the familiar paths of daily living were missing.

A need to deepen the Title I student's understanding of his own community and its relationship to the rest of the world provided the basis for numerous trips. A trip to Fontenelle Forest "reinforced the students' knowledge of science and our *relationship to our world*." Many students remarked "how big Omaha must be!", indicating that many had never ventured outside their own area. This observation in itself has wide ramifications on the way youngsters view their personal position and their community's stature in the total picture.

Many of the trips expanded the students' knowledge of their own area. Visits to other cities, area colleges and universities, factories, and shopping centers encompassed activities that could hardly be classified as being in the familiar paths of daily living for Title I children. Trips presented in this and other sections of the report, while taken for granted by most people, represented a unique learning experience for most participants — an experience that admittedly might never have been actualized had they not taken place.

D. Parents did not understand the opportunities available for participation in the learning experiences of their children. For many parents it was not economically possible to develop these experiences.

On the trips, parents and other interested adults helped the teacher supervise the students, answer their questions, and describe what was happening. Without this help, students would not derive full benefit from the trips. In the elementary schools, there were approximately two adults besides the teacher on each trip. Parents not only contributed, but profited from the experience. "The trips were an opportunity for parents to show and express pride in their children," commented a teacher. Parents gained a new interest to share with their child, a new interest which became a topic of conversation and led to future family excursions. The students were proud to be accompanied by their parents, who, in turn, developed a genuine interest in the activities of their child. The communication between parents and their children was enhanced by having a conversational topic in common.

The motivation derived from overt acts of interest and understanding on the part of parents can and does heighten the chances for success of a given child. Creating or extending the understanding of this fact serves in large part to enhance the instructional program.

With improved interest at this level, the influence of the educational trips was carried more effectively into the home. Parental comments like "I've never been to the airport either," and "I've learned as much as the kids today," serve to point out the impact of this activity. First, parents were shown how to participate in learning experiences with their children. Second, opportunities were created for parents to participate in these experiences. While no attempt was made to record the follow-up trip by families, it was not uncommon to hear about these extended experiences.

E. Summary

The preceding dialogue did not attempt to be inclusive in nature. Rather it attempted to accurately portray the input/impact of educational trips on the Title I youngsters. The program developed from the needs of the student (context), moved to the setting of objectives and planning (input), and was actualized by the trips themselves (process). This procedure facilitated the strength of the accomplishments (product), as expressed through actual teacher comments. While other Title I programs fill more tangible needs such as clothing, food, and school materials, the educational trips fulfill needs too often overlooked and underestimated in building the experience background a student must have if he is to assimilate instructional input.

TABLE I

TITLE I EDUCATIONAL STUDY TRIPS

1969 - 1970

SCHOOL	LEVEL OF STUDENTS PARTICIPATING IN EDUCATIONAL TRIPS							Adults	No. of Visits
	EMH–TMR	K	1-3	4-6	7-8	9-12	Total		
Central Grade	39	115	106	186			446	50	12
Conestoga	164			1,097			1,261	102	19
Druid Hill		106	465	465			1,036	78	15
Franklin	210	480	1,049	1,568			3,307	302	26
Highland		342	369	292			1,003	115	12
Indian Hill		336	606	666			1,608	154	23
Kellom	114	220	2,769	816			3,919	287	39
Kennedy	56		781	639			1,476	122	22
Lake	90	154	1,347				1,591	209	19
Long	68	209	1,524				1,801	190	16
Lothrop	352	309	2,534	1,535			4,730	405	36
MOnmouth Park	162	155	499	531			1,347	88	14
Pershing	28	18	91	94	133		364	36	13
Saratoga		176	253	205			634	45	9
Yates		213	255	187	54		709	63	11
Junior & Senior Highs									
Indian Hill Jr. High					933	797	1,730	131	14
Mann Jr. High					4,789	1,324	6,113	216	22
Technical Jr. High	50				737	293	1,080	86	7
Technical Sr. High	71					3,037	3,108	255	11
Non-Public Schools									
Dominican High						202	202	8	3
Girls Town						184	184	22	9
Sacred Heart Elem.			221	249	170		640	43	6
St. Anthony Elem.			20	65	88		173	14	2

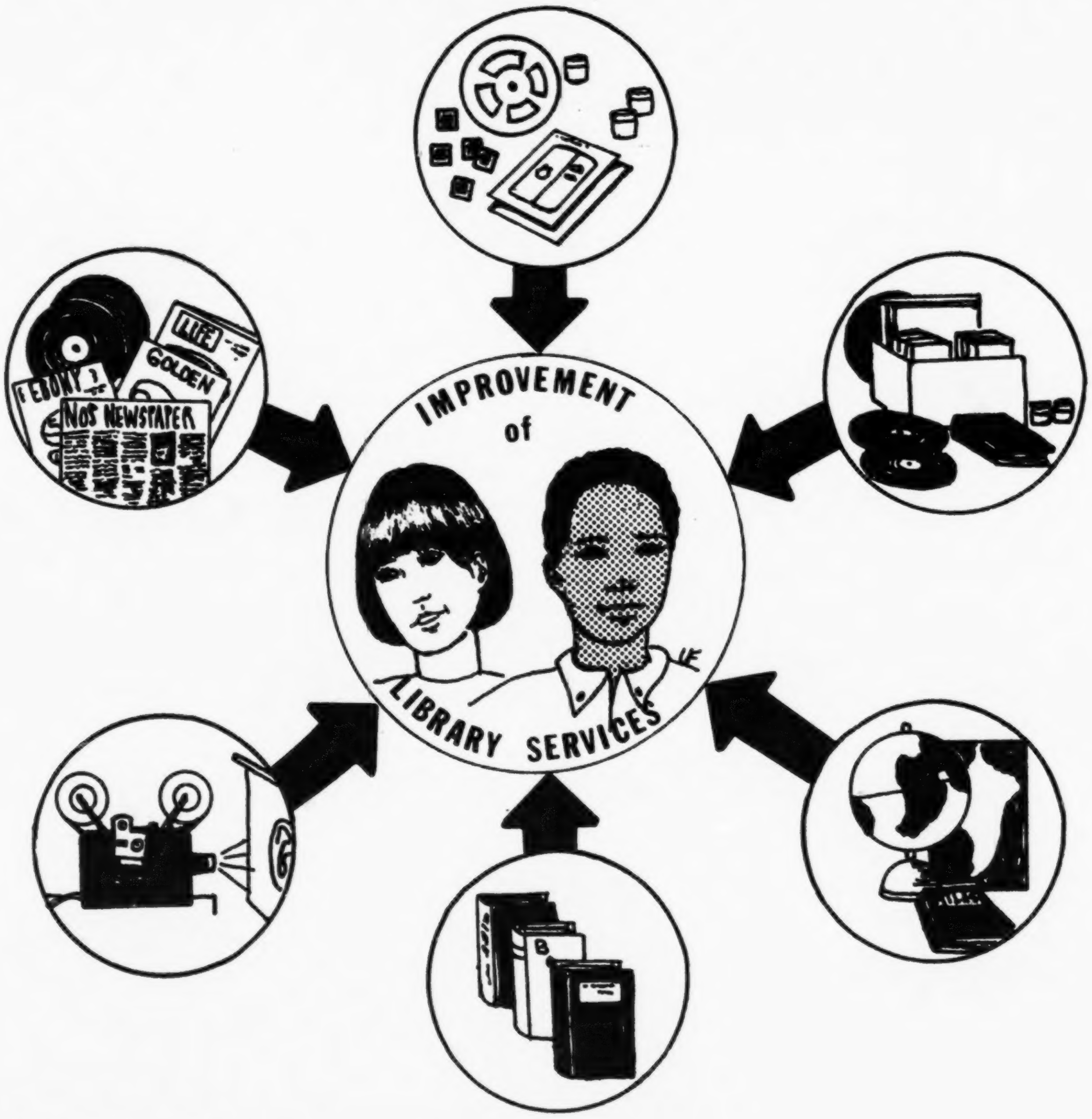
Table 2

TITLE I EDUCATIONAL STUDY TRIP HOSTS 1969-70

HOST	No. of Visits	No. of Students	Teachers	Parents	Adults	TOTAL	Grade Level	Size of Group	Schools	
									Public	Non-Pub.
Ak-Sar-Ben Stock Show	2	88	4		5	97	6	30-62	2	
Althouse Beauty School	1	40	2		5	47	6	47	1	
Bakery	21	517	28	15	5	565	EMH, 1-3	5-34	9	1
Bellevue Log Cabin	1	28	1		1	30	4	30	1	
Boys Town	3	131	8	2	1	142	EMH,4-5	25-87	3	
Brandies Distribution Center	1	23	1	1	1	26	1	26	1	
Brandies Downtown	9	500	25	3	6	534	1-3,6,9	20-127	6	
Butternut Coffee	5	164	7	3		174	EMH,3,6,8-12	30-50	3	
Castle – Book Exhibit	2	54	2			56	3-9	25-31	2	
Circus	22	2754	92	82	24	2952	K-6	15-600	12	1
City Hall	1	26	2			28	5	28	1	
Cleaners	2	55	2		2	59	2-3	29-30	1	
Colleges and Universities	10	472	23	4	1	500	7-12	22-115	3	1
Columban Retreat	1	323	10	10	4	347	7	347	1	
Cooper Farm	11	266	15	5	5	291	EMH,K,1,4	16-38	6	
Corps of Engineers – Florence	1	28	1		1	30	4	30	1	
Crossroads	10	554	24	7	5	590	K-3,9-12	27-84	5	
David City, Nebraska	1	60	3	3		66	1	66	1	
Desota Bend	1	79	5		2	86	7-9	86	1	
Dodge House	5	111	7	4	1	123	5,8	14-33	3	
Henry Doorly Zoo	76	3492	153	190	57	3892	EMH,K-7,10	15-337	16	1
Eppley Airfield	9	356	15	6	7	384	EMH,1-5	28-62	4	
Federal Reserve Bank	2	43	3		2	48	6	18-30	1	
Fire Station	12	410	17	4	6	437	EMH,K-3	15-49	4	
Fish Hatchery	4	143	6	12	2	163	EMH,K,4	32-56	3	
Florence Heights Home	1	33	1		2	36	3	36	1	
Florist	11	317	18	8	4	347	EMH,K-4	18-48	5	
Fontenelle Forest	33	1097	47	30	13	1187	EMH,K,2-7,10	8-59	11	2
Frito-Lay Company	10	310	15	11	3	339	2-3	22-50	4	1
Geography Field Trip	3	170	10	1		181	7-9	53-64	1	
Grocery Store	10	439	18	4	4	465	EMH,K-6	17-55	6	
Hospitals	3	92	5			97	9,10	8-73	1	1
Ideal Cement Company	1	27	1		1	29	3	29	1	
Joslyn Art Museum	48	1482	69	21	27	1599	EMH,K-7,10,12	8-66	13	1
Kitty Clover	3	110	4	2	1	117	2-5	28-29	2	
Kuhl Farm	2	160	6	20	4	190	K	95	1	
Leisure Lanes	1	25	2			27		27	1	
Library	25	652	27	7	8	694	2-6,10,12	16-37	7	1
Lincoln Penal Complex	1	50	2			52	EMH,11-12	52	1	
Lincoln Tour	21	1031	54	27	15	1127	EMH,4,7-12	19-156	13	3
Lumber Company	3	130	6	2	2	140	4	29-80	3	
McCartney Horse Farm	1	65	2	2	1	70	2	70	1	
Mid-Continent Bottlers	1	54	2		1	57	5	57	1	
Movies and Productions	40	2435	116	47	28	2626	EMH,3-10	17-35	10	4
Metropolitan Utilities District	13	378	19	4	6	407	EMH,3-6	26-48	5	
Mutual of Omaha	2	74	3		2	79	2,9	29-50	2	
National Riding School	1	44	1	1		46	8	46	1	
Nebraska City, Nebraska	20	896	41	29	14	980	EMH,1,4-7	24-98	11	
North Side Bank	1	26	1		1	28	3	28	1	
Northern Natural Gas Company	1	26	1			27	9	27	1	
Northwestern Bell Telephone	2	70	3			73	3,5	27-46	1	
Offutt Air Force Base	11	479	21	7	4	511	3-6,9-12	21-78	6	
Omaha Candy Company	10	325	18	10	6	359	EMH,K-4	25-67	4	
Omaha Public Power District	9	332	16	4		352	2,4,7,10	8-156	5	1
Omaha Tour	20	694	33	9	9	745	EMH,2-4,8	20-98	9	
Parks	20	1461	63	12	19	1555	EMH,K-12	17-26	19	1

Table 2 Continued

HOST	No. of Visits	No. of Students	Teachers	Parents	Adults	TOTAL	Grade Level	Size of Group	Schools	
									Public	Non-Pub
Pendelton Woolen Mills	1	20	1			21	11-12	21	1	
Pet Shop	16	517	21	20	3	561	K-3	23-46	6	
Police Station	2	76	4	2	2	84	2	20-64	1	
Post Office	13	375	16	10	8	409	EMH,2-5	16-48	7	
Radio/TV Stations	9	265	12	4	4	285	1-6	26-42	6	
Restaurants	4	239	11	1	3	254	3,7-8,11-12	24-156	4	
Roberts Dairy and Farm	12	332	15	7	8	362	EMH,K-5	22-66	7	
Roller Bowl	37	3768	58	1	37	3864	6-9	52-261	2	
Skinner Macaroni	5	137	6	1	3	147	EMH,3	28-32	4	
Southroads	6	238	11	1	1	251	1,3,5,7-9	28-80	3	
Sports Events	97	3520	256	4	13	3793	5-12	16-125	6	1
State D.E.C.A. Convention	1	49	2			51	11-12	51	1	
Synagogue	1	26	1		3	30	3	30	1	
Teacher's Apartment	1	16	2			18	7-8	18	1	
Train Trip to Council Bluffs	8	192	10	6	6	214	K-6	16-36	4	
Transit Company	3	89	4	3		96	2-3	24-45	3	
Two Rivers Farm	13	566	47	8	18	639	1,7-12	18-70		
Union Pacific Museum	13	378	16	3	12	409	EMH,3-4,8	25-44	9	
Western Union	1	26	1		1	28	2	28	1	
Westroads	15	633	33	21	8	695	EMH,K-8	28-75	11	
Woodman of the World Tower and Omaha National Bank	28	925	45	36	5	1011	EMH,K-6,9	18-57	7	
World Herald	15	424	20	6	8	458	EMH,2-6,8	26-54	9	
Yellow Cab Company	1	26	1			27	2	27	1	
TOTALS 79	843	37,038	1674	743	461	39,916				



NEEDS IDENTIFIED:

1. A need for professionally trained librarian-clerk teams to extend school library instructional services was identified. The following areas were specified:
   - a. Promote a fuller utilization of the many various materials available as library resources.
   - b. Provide continuity of scope and sequence in the library-skills instructional program.
   - c. Maintain the physical aspects of a growing library facility.
   - d. Assist the classroom teacher with location of correlated materials supporting instruction.
   - e. Hold the library open for longer periods of use by individual students thus extending opportunities for reference and recreational reading.
   - f. Assist students in the use of all equipment in the library to develop their technical skills, compile reference materials, and improve their means for presenting information to their classmates.

2. A need to acquire non-printed items for the library was seen. Extensive use of such resources as game kits, filmstrips, study prints, records, transparencies, and tape recordings was identified as being important to the "multimedia approach" to instruction.

LIBRARY SERVICES

The improvement of library services activity is a continuation of an activity initiated with the first Title I proposal in 1965-66. It has been an uninterrupted program and the first to provide librarians and library aides to elementary schools in the Omaha Public Schools.

This activity enabled libraries to be open before school and after school to serve children desiring or needing additional library time. Many additional materials have been provided through the Title I Media Center in addition to the materials received through the Board of Education budget. Title I libraries rank above libraries in the school system in the amount of materials available to children. Circulation of materials has increased greatly.

Necessary additional audio-visual equipment has been provided to each Title I school. The library is now a part of the school program in each of the Title I schools and as such provides many activities before and after school. The library is open at Indian Hill Junior High School from 6:30 p.m. to 8:30 p.m. to provide study areas, with professional teachers available to assist students needing additional help. (See Supervised Study Activity, Activity 26.)

The Omaha Public School's library coordinator orients all librarians and library aides in this activity so that consistency is maintained in the current in-service program. This activity is contributing greatly to the individualizing of instruction for children in the Title I area. The libraries are also open in the summer to provide help for children in the summer school program.

The following chart indicates the increase in the book inventory in Title I elementary and junior high schools between 1965-66 and 1969-70. These statistics also show an increase in the number of books added per pupil in that time period.

Circulation per pupil rose on the elementary and senior high school level.

TITLE I LIBRARY SERVICES REPORT
1965-1966 and 1969-1970

	Book Inventory		Books Added		Books Per Pupil		Circulation Per Pupil	
	1965-66	1969-70	1965-66	1969-70	1965-66	1969-70	1965-66	1969-70
Elementary Schools								
Central	3725	5216	347	242	10.9	34.5	50.5	68.0
Conestoga	4007	4823	0	410	7.8	14.6	27.3	68.7
Druid Hill	2582	3732	291	581	4.5	8.2	14.2	35.0
Franklin	4229	8066	469	1155	4.4	12.0	16.9	65.9
Highland	4694	5771	286	317	13.3	16.8	30.9	49.0
Indian Hill	3226	4385	586	746	6.6	8.2	19.5	25.7
Kellom	4791	4515	272	4638	6.3	7.3	30.9	28.1
Kennedy	4088	5120	544	839	5.6	7.9	48.5	65.2
Lake	3900	4820	779	319	7.2	16.0	60.7	25.0
Long	2210	2836	--	324	5.8	11.8	16.4	32.2
Lothrop	6788	10,031	1332	1165	5.3	10.2	13.9	46.2
Monmouth Park	3979	5164	442	741	7.9	9.5	12.5	44.3
Pershing	2758	4042	418	359	5.7	15.7	26.6	39.0
Saratoga	4749	6443	486	887	6.4	8.2	19.2	37.0
*Yates	2333	4456	225	1200	6.9	12.8	23.1	47.0
Sub-Total	57,595	79,420	6,321	13,923	7.1	10.3	29.0	40.5
Junior High Schools								
Mann	8427	11,605	1285	832	7.9	13.3	27.3	23.7
Technical	4100	6347	662	724	6.5	9.7	14.7	18.0
Sub-Total	12,527	17,952	1,947	1,556	7.2	11.7	21.0	20.1
Senior High School								
Technical	16,966	15,623	1098	1512	9.8	12.3	11.7	12.2
Sub-Total	16,966	15,623	1,098	1,512	9.8	12.3	11.7	12.2
Title I Totals	87,088	112,995	9,366	16,991	8.0	10.8	20.6	33.6
*First Year in Title I								
City Elementary Totals	259,807	377,447	29,797	55,095	7.2	10.4	32.9	42.5

One indication of the success of the library services activity is indicated by the number of librarians in Title I schools whose salaries are now funded by Omaha Public Schools. These persons were previously paid from the Title I budget.

LIBRARIANS AND CLERKS
In Title I Schools
1969-1970

Librarians

SCHOOL	NAME	TIME
Central Grade	Jensen, Marilyn	40%
*Conestoga	Zipay, Diane	100%
Druid Hill	Alexander, Curlee	60%
Franklin	Carstens, Wendy	100%
Highland	Jensen, Marilyn	60%
Kellom	Link, Josephine	100%
Kennedy	Maxwell, Florence	100%
Lake	Thorndike, Ruby	50%
Long	Thorndike, Ruby	50%
*Lothrop	Williams, Kinze	100%
Monmouth Park	Propst, Suzanne	100%
Pershing	Duncan, Phyllis	40%
*Saratoga	Meuhlig, Marjorie	50%
Yates	Alexander, Curlee	40%
*Indian Hill	MacPherson, Sharon	100%
*Mann	Everman, Georgia	100%
*Tech Jr.	Branham, Trophelia	100%
*Tech High	Erixon, Eva	100%
	Butler, Haley	100%

Clerks

Central Grade	Jones, Dianne	40%
Conestoga	Dean, Thelma	100%
Druid Hill	Jones, Dianne	60%
Franklin	Nared, Jacqueline B.	100%
Highland	Tasich, Daisy	60%
Indian Hill	Bowers, Alberta	100%
Kellom	Davis, Mabel	100%
Kennedy	Fulghem, Aurietha	100%
Lake	Smith, Grace M.	50%
Long	Smith, Grace M.	50%
Lothrop	Collins, Caroly	50%
Monmouth Park	Reid, Dorothy	100%
Saratoga	Brown, Christine	100%
Webster	Williams, Lucille	50%
Mann Junior High	McGee, Roxie	100%
Technical Junior High	Dillard, Mildred L.	100%

*Funded by the local budget

TEACHERS AND LIBRARIANS FROM TITLE I SCHOOLS SERVING ON THE LIBRARY BOOK SELECTION COMMITTEE

School	Name	1968-69	1969-70
Central Grade	Marilyn Jensen		x
Conestoga	Rose Prystai	x	
Conestoga	Diane Zipay		x
Druid Hill	Catherine Jenkins		x
Franklin	Wendy Carstens	x	
Franklin	Deanna Donahoo		x
Franklin	Phyllis Yancey	x	x
Highland	Marilyn Jensen		x
Highland	Bonnie Miller	x	
Indian Hills Junior High	Sharon McPherson	x	x
Kellom	Josephine Link	x	x
Kennedy	Florence Maxwell	x	x
Lake	Ruby Thorndike	x	x
Long	Ruby Thorndike	x	x
Mann Junior High	Celia Blank	x	
Mann Junior High	Kenneth Brady	x	
Mann Junior High	Watta Dodd		x
Mann Junior High	Georgia Everman	x	x
Mann Junior High	Wanda Flowers	x	
Mann Junior High	Georgia Gaukel	x	x
Mann Junior High	Ione Hanger	x	
Mann Junior High	Miriam Tyler		x
Monmouth Park	Suzanne Propst	x	x
Pershing	Mary Rice		x
Saratoga	Marjorie Muehlig	x	
Technical Senior	Halie Butler	x	
Technical Senior	Eva Erixson	x	x
Technical Junior	Barbara Richards	x	
Technical Junior	Trophelia Branham		x
Yates	Ramona McCurry		x

The Omaha Public School's administrative staff, teachers, students, and the community agencies in cooperation with the Title I community have strongly supported this program and recommend that it be continued.

personal needs of children

NEEDS IDENTIFIED:

1. Several characteristics of inadequate nutritional levels were often reported by the professional staff. The three most commonly mentioned were:
   a. Physical activity level was high in students who were irritable and easily distracted. Behavior problems were frequent.
   b. General dullness, lethargy and/or passive involvement of many children was apparent.
   c. A high incidence of irregular and inadequate meal patterns was revealed to the teachers and the school nurse.

   Attendance, academic performance, social, and emotional development suffered as a result of these nutritional deficiencies.

2. Serious vision and hearing problems often existed without correction. Academic progress lagged because the financial resources of the family did not permit the purchase of glasses or hearing aids. Students were withdrawn from or did not participate in class.

3. Attendance problems related to inadequate clothing were apparent. A lack of warm clothing often prompted children to remain at home. Time lost in waiting to buy shoes was often reported. Inadequate finances caused a break in continuity of instruction.

The Omaha Public Schools have, generally, attempted to meet the personal needs of all children in the school district. In the past the Goodfellows program through the *Omaha World Herald* charities has provided between five thousand and nine thousand dollars per year for use with needy children in the city of Omaha. These funds did not meet our needs and since Omaha has half of the welfare children in Nebraska it was felt some additional help was needed. The guidelines for the Goodfellows program will permit only part of the children in a family to be served. Our Title I Advisory Committee and the Greater Omaha Community Action Agency have encouraged the Omaha Public Schools to use Title I funds for this purpose.

To do this, it was necessary to develop procedures to ensure the funds were used properly. The following steps are followed:

1. A recommendation for any of the personal items must be made to the school the children attend in the Title I area. This can be done by parents, teachers, friends, or agencies working with a family.
2. The child's teachers, principal, and community aide then check to see if this family's problems are of a nature to determine if these needs are necessary for the child's attendance in school.
3. A recommendation then is made to the Title I Project Director. After checking with the school, a purchase order is filled out and sent back to the community aide who is responsible for workin with the family on purchasing the necessary personal items.
4. If items of a special nature are needed, such as glasses, hearing aids, or special types of shoes, the specialized person (nurses or special education personnel) working with these children works out the arrangements for the items needed.
5. Everyone involved attempts to see if other funds are available before the recommendation to use Title I funds is made.

This program can serve children on the same day a request is made, if it is necessary. An example of this is an instance where a family home burned down during the night and the following morning our staff outfitted the children in the family and they were back in school that afternoon.

At the present time our cafeteria service is attempting to meet all food service needs. Title I did support three breakfast programs at Kellom School, Indian Hill School, and Lake School on an experimental basis. This program was successful and is being conducted in twelve of the fifteen Title I schools this year. The other three schools do not have adequate facilities for the breakfast program, however, this problem is being studied at this time. We are also using this activity to serve those children who attend the Omaha Public Schools and who reside in institutions.

Many reasons for the request of personal needs are presented to Title I, and these reasons are checked by our community aides. Some of the reasons are listed in a chart showing the breakdown of personal needs on the following pages.

Information Sheet for Personal Needs
1969-1970
Comments from Application Forms

Increased cost of living.

Shoes I can afford to buy don't hold up.

Mother pregnant – no father.

Needs a dress for graduation.

Ten children in family – Family receives a grant of $350.00 plus $40.00 for child support (per month) leaving an unmet need of $147.00. Requests – a coat, pants, underclothes, and shirts.

Needs orthopedic shoes.

Because of large medicine and hospital bills – unable to provide shoes and coat.

Has no father, so is wearing his brother-in-law's shoes. But they are too small.

Wearing tennis shoes in winter.

Dad has a bad back and cannot work, their shoes have no soles. No mother, The Community Aide feels child needs shoes. Community Aide and nurse visited home. "The home life is good, considering what they had to work with."

Mother not able to buy shoes, boy wearing sister's shoes.

Child wearing raincoat in winter.

No father, mother on ADC.

Winter – Mother on ADC – child wearing spring coat.

Counselor requests shoes for child.

Mother passed away – child needs shoes for funeral.

Mother in hospital for one week.

Father does odd jobs.

Eight children live with Grandmother.

Child staying out of school because no clothes.

During home visit nurse found child needed shoes and two dresses.

Someone broke into home and took $180.00 – now no money to buy shoes.

Husband brings home $40.00 per week and they pay 21 percent rent.

House caught on fire and most of the things burned.

Twelve children – no father.

Child on Patrol – no warm clothes.

Father gone – Mother in hospital mentally ill – Grandmother looking after children with no money.

Shoes stolen in gym class.

Children need shoes and clothing – no Christmas presents.

Child has no shoes, wearing galoshes to school.

Mother retarded.

PERSONAL NEEDS OF CHILDREN* 1969-1970

	Shoes	Shirts	Pants	Underwear	Socks	Dresses	Coats	Slips	Skirts	Sweaters	Hearing Aids	Glasses	Mittens	Wigs	TOTALS	MEALS
Central Grade	40	10	12	32	27	8	8	2					13		152	37
Conestoga	114	5	8	2	4	7	25				1				166	32
Druid Hill	37			7	7		14					2	1		68	
Franklin	112	5	7		3	9	35	1							172	31
Henry Yates	25			1	4	1	3	2	1		1				38	
Highland	31						4					1			36	
Indian Hills	28											7			35	304
Kellom	147						22								169	6531
Kennedy	135	16	13	10	9	6	6	2				1			198	108
Lake	67			3	2	2	8								82	12,444
Long	43						3								46	
Lothrop	129	1	7			6	29					1	1		174	69
Mann Junior High	28	11	17	14	10	3	12	1		2	1	5	2		106	
Monmouth Park	56				2		16				1		3	1	79	
Pershing	36														36	
Saratoga	111	8	8	13	13	5									158	
Technical Junior High	22	2	2	3	4	2	3				1		1		40	
Technical Senior High	6			2	2	2	3	2				2			19	
Sacred Heart	11	2	2	6	9	7	2	4					2		45	
St. Anthony's	1						5								6	
Omaha Home for Boys																12,144
Uta Halee Home/Girls																2,804
TOTALS	1,179	60	76	93	96	58	198	14	1	2	5	19	23	1	1825	34,504

*Elementary – 1,660 Junior High – 146 High School – 19 Total – 1,825

PART III

PROJECT, ACTIVITY, and STUDENT DATA

Complete a PROJECT DATA sheet, an ACTIVITY DATA sheet and as many STUDENT DATA sheets as necessary to report information on all Title I participants.

INSTRUCTIONAL AND SUPPORTIVE SERVICES ACTIVITY CODE

Following is a code for instructional and related supportive service activities funded by Title I.

The Instructional and Supportive Service Activities Code in this report is basically the same one used in the 1970 Title I Application Forms ESEA Title I - 1. The categories remain the same; however, the numerals assigned to the categories and the ordering of the categories have been changed (to facilitate data processing and the writing of instructions). The numerals one through 49 have been reserved for Instructional Activities and the numerals 50 through 99 have been reserved for Supportive Services.

Instructional Activities

01	Pre K & K
02	English Reading
05	English (Language Arts)
06	Mathematics
07	Natural Science
08	Social Science
11	Special Activities for Handicapped
13	English (Second Language)
21	Cultural Enrichment
22	Art
23	English (Speech)
24	Foreign Languages
25	Music
26	Physical Education/Recreation
31	Business Education
32	Home Economics
33	Industrial Arts
34	Other Vocational Education
40	Other Instructional Activities

Supportive Services

51	Guidance & Counseling
52	Psychological
53	Social Work
58	Special Service for Handicapped
59	Speech Therapy
65	Health – Therapy
66	Health – Medical
71	Attendance
72	Clothing
73	Food
74	Library
75	Transportation
90	Other Supportive Services

PART III, Section 1
PROJECT DATA SHEET

Please refer to instructions for PROJECT DATA before completing this sheet. Print legibly: do not type

1. PROJECT NUMBER: 70 568

2. COUNTY: 28

3. DISTRICT: 001

1969-1970

4 Total Expenditures for this Project (nearest dollar)	Total Pupils Participating (public and nonpublic)					
	5 P & K	6 Grades 1-3	7 Grades 4-6	8 Grades 7-9	9 Grades 10-12	10 Other
769820	1296	3621	3122	2794	1578	301

Total Teachers Participating (public and nonpublic)				15	16
11 P & K	12 Elementary	13 Secondary	14 Supportive Personnel	Total Title I Allocation	Total Amount Approved
24	331	259	112	1462114	1462114

17 Activities Included in this Project									
1	2	3	4	5	6	7	8	9	10
02	05	06	07	08	21	25	52	59	65

71 - 72 - 73 - 74 - 75

Feb. 1970

PART III, Section 2
ACTIVITY DATA SHEET

70 ▨ 568 ▨ ☐

1. PROJECT NUMBER

Please refer to instructions for ACTIVITY DATA before completing this sheet. Print legibly: do not type.

1969-1970

2	3	4	Pupils Participating (by grade level)						Teachers Participating (full-time equivalency)				Total Number Staff			Nonpublic Participation in Activity	
Act. No.	Total Expenditures this Activity (nearest dollar)	Activity Description a b c d e	5 P & K	6 Grades 1-3	7 Grades 4-6	8 Grades 7-9	9 Grades 10-12	10 Others	11 P & K	12 Elementary	13 Secondary	14 Supportive Personnel	15 Certified Personnel	16 Teacher Aides	17 Other Staff	18 Number of Students (lines 5-10)	19 Nonpublic Staff (lines 15-11
01	11537	46574	1296						2.4	.	.	.2	5.4		28.5		
02	109565	46574	1296	3621	3122	1000	300	50	2.4	98.8	7.8	.2	116.8	15	29.4		
05	55188	46574	1296	3621	3122	1000	300	50	2.4	98.8	7.8	.2	14.4		28.4		
06	30682	46574	1296	3621	3122	300	300	50	2.4	98.8	7.8	.2	14.4		28.4		
07	19514	46574	1296	3621	3122	300	300	50	2.4	98.8	7.8	.2	14.1		28.4		
08	29377	46574	1296	3621	3122	2797	1578	50	2.4	98.8	7.8	.2	14.4		28.4		
21	16509	46994	1296	3621	3122	2797	1578	3322	2.4	98.8	7.8	.2	5.4		28.4		
22	10288	46224	1296	3621	3122	2797	1578	301	9.8	98.8	7.8	.2	5.4		28.4		
25	46341	46324			1051	414	111		.	4.5	1.5	.2	6.2		.4		

PART III, Section 2
ACTIVITY DATA SHEET

70 568

1. PROJECT NUMBER

Please refer to instructions for ACTIVITY DATA before completing this sheet. Print legibly: do not type.

1969-1970 (continued)

2	3	4	Pupils Participating (by grade level)						Teachers Participating (full-time equivalency)				Total Number Staff			Nonpublic Participation in Activity	
Act. No.	Total Expenditures this Activity (nearest dollar)	Activity Description a b c d e	5 P & K	6 Grades 1-3	7 Grades 4-6	8 Grades 7-9	9 Grades 10-12	10 Others	11 P & K	12 Elementary	13 Secondary	14 Supportive Personnel	15 Certified Personnel	16 Teacher Aides	17 Other Staff	18 Number of Nonpublic Students (lines 5-10)	19 Number of Nonpublic Staff (lines 15-17)
52	100635	46574							1.0	3.0	2.0	.2	6.2		4.4		
59	6577	43121		20	28				.	4.0	.	.2	4.2		.4		
65	19024	46574		12	11	2797	1		.	.	2.0	.2	2.2		.4		
71	104296	46574	1296	3621	3122	2797	1578	301	1.5	20.0	6.5	.2	3.2		.4		
72	20395	46599	421	693	546	146	19		1.5	20.0	6.5	.2	3.2		.4		
73	15682	46599		737	1061	1089	482	123	1.5	20.0	6.5	.2	3.2		.4		
74	89029	46574	1296	3621	3122	2797	1578	301	7.0	7.0	1.0	.2	9.2	13	.4		
75	29176	46994	1296	3621	3122	2797	1578	3322	1.5	20.0	6.5	.2	.2		.4		
									.	.	.	.					

☐☐▨☐☐☐

Project Number

GENERAL INFORMATION: TEACHER PARTICIPATION

List the social security number of all professional (regularly certified) personnel paid out of Title I funds and identify the Title I activities each is involved in. Use the two digit code explained in the instructions for the *project data sheet* (Part III, section I). Check the appropriate box indicating amount of time spent with Title I (in full-time equivalency).

SOCIAL SECURITY NUMBER			ACTIVITIES				Less than 24%	¼	½	¾	Full
327	24	9519	90								x
504	36	9010	90							x	
521	42	1855	90						x		
481	20	9612	90								x
234	46	1726	90								x
508	56	8906	25								x
507	26	1236	25						x		
450	84	3485	25								x
467	78	5083	25								x
507	07	7455	25								x
505	01	6072	25						x		
505	50	3015	25						x		
521	28	9721	25				x				
505	22	0715	25				x				
503	44	8281	25				x				

Social Security Number	Activity	Less Than 24%	½	¾	Full
508 42 9466	25	x			
476 20 6328	02				x
508 42 0619	02				x
269 26 5197	02				x
418 66 2184	02	x			
497 58 7015	02	x			
507 58 9631	02	x			
508 50 7116	02	x			
507 58 3638	02	x			
481 50 5285	02	x			
084 16 3129	02	x			
319 44 7793	02	x			
507 64 5247	02	x			
461 84 3764	02	x			
522 60 6124	02	x			
507 58 0559	02	x			
409 68 4147	02	x			
430 82 7060	02	x			
379 44 6639	02	x			
507 58 4542	02	x			
506 56 0028	02	x			
505 46 4322	02	x			
505 42 7195	02	x			
508 42 8100	02	x			
436 64 9493	02	x			
444 38 7715	02	x			
507 28 2671	02	x			
124 10 2099	02	x			
479 22 3120	02	x			
505 14 3096	02	x			
506 54 2988	02	x			
504 52 4757	02	x			
505 54 9071	02	x			
466 46 0563	02	x			
508 34 9991	02	x			
507 62 2725	02	x			
516 01 6782	02	x			
506 07 1154	02	x			
446 54 1817	02	x			
247 84 2781	02	x			
506 60 1518	02	x			

Social Security Number	Activity	Less Than 24%	½	¾	Full
508 36 6570	52				x
430 32 0814	52				x
506 60 2917	52				x
060 36 2914	52				x
507 58 4870	52				x
484 54 8360	52				x
505 38 2201	66				x
506 38 2798	66				x
507 26 6357	74		x		
506 56 0396	74				x
505 60 9435	74				x
508 01 7954	74				x
508 54 8756	74				x
505 28 1330	74				x
483 22 2992	74				x
495 48 9867	74				x
508 20 7569	90				x
234-46-1726	90				x